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Canadian Association of University Teachers

l'Association canadienne des professeurs d'université

Carleton Faculty Certified

Ontario Labour Board Defines Faculty Union Composition

by Israel Cinman

The Ontario Labour Relations Board has certified the Carleton University Academic Staff Association as the first faculty organization to represent university teachers in collective bargaining in Ontario.

The lengthy Board decision released in July in Toronto, incorporated departmental chairmen in the bargaining unit of some 600 faculty members, saying that decision-making in the university is shared by the entire faculty, operating through a committee system.

The faculty association and the university had reached agreement on all questions pertaining to the determination of the membership of the bargaining unit except that of chairmen. Both parties agreed that the Board should hear the testimony of the chairman of the history department as representative of the chairmen at Carleton. The Board also examined the Canadian and American legal precedents.

The verdict may have far-ranging results in deciding bargaining unit composition in future certification applications involving university teachers. The Board noted that there was little Canadian jurisprudence to "guide us in this difficult determination" and the Ontario judgement may influence labour boards in other provinces along with previous judgements at Vancouver City College and the Université du Québec à Montréal. Currently university faculty associations are actively seeking certification in almost every province in Canada, and three other Ontario university faculties are in advanced stages of union organization.

The majority decision, written by chairman T.E. Armstrong and supported by P.J. O'Keeffe, the union representative on the Board, considered the issue of whether heads of departments should be included in the bargaining unit, as proposed by the faculty association. It said that in industry authority is entrenched in hierarchical structures and, therefore, differs significantly from the university model where detailed decision-making is diffuse, extending into the institution's basic organizational unit, the department.

The judgement said that while important decisions of general application are made at the higher levels, and in this sense there are parallels with industry, what is significant is "that many important decisions, narrower in scope and having to do with academic and personnel matters applicable to limited groupings do originate at the departmental level, subject only to endorsation at the higher level."

The Board opinion, which traced a detailed path of decision-making at a university and the functions of department heads, said it is clear that effective initial decisions on hiring, promotion, tenure and curriculum are made by the faculty as a group.

"This no doubt reflects the fact that university is seen, historically, as a community of scholars, where common educational interests and goals — at least ideally — transcend the traditional management non-management distinctions."

Cont'd on p. 2

Court Clears Way For Union

Certification of the Faculty Association of the University of St. Thomas (FAUST) in Fredericton, strengthened by a favourable court judgement, is back in the hands of the New Brunswick Industrial Relations Board.

Contrary to St. Thomas University administration assertions, the New Brunswick Supreme Court ruled last month that the university can engage in collective agreement negotiations and that certification of the university's faculty association as a faculty union will not hinder the institution from carrying out its functions as prescribed by its charter.

The case was referred to the court by the IRB itself, after the university challenged the faculty association's application for certification, even though the association received the necessary number of signed cards as early as October 1974.

The IRB wanted a clear definition of its judicial powers on whether there were any legal impediments to its certifying FAUST. With the court ruling that there were no obstacles to FAUST certification, the IRB will now likely proceed to consider association's request for a certificate as bargaining agent for the university's teachers and librarians.

In its presentation to the court, the university said it did not consider itself an "employer" under the Industrial Relations Act — claiming that persons working for it were not "employees" but Board of Governors appointees. This, the university said, prevented it from entering into collective agreements with "full or part-time employees" under its charter.

Chief Justice Hughes of the New Brunswick Supreme Court, however, writing for Justices Limerick and Bugold, ruled that the university is a statutory corporation, subject to regulations governing other similar bodies.

Through a lengthy examination of semantic uses of the infinitive "to appoint" Justice Hughes concluded that its appearance in the university charter was not meant to be interpreted "in the narrow sense of creating only a relationship of appointer and appointee and excluding any 'employer-employee relationship.'"

He said that in a university context it is quite normal to use the word "appoint" to express the employment of teachers and instructors and saw no contradiction between "an appointee of an educational institution being an 'employee' under the Industrial Relations Act." The fact that those working at a university were appointed, he ruled, would not preclude a determination by the Board that they were employees under the Act.

In its presentation to the Court, the university set out to prove that its charter allows for appointment of teaching staff to the university, setting salary levels and defining duties "unilaterally, untrammelled by the collective bargaining process" found in industry and commerce.

But Justice Hughes said that powers conferred on the university by its Act of Incorporation "are to be exercised in accordance with general law applicable to other employers, such as laws respecting hours of work, minimum wages, unemployment insurance and industrial relations."

"I do not think that the Act of Incorporation either expressly or impliedly confers a power on the university which is incompatible with the existence of a collective agreement or with the collective bargaining process," he added.

I.C.

Throughout the dispute the CAUT provided FAUST with financial and technical assistance.

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CAUT President, Vice-president

Members of the Council of the Canadian Association of University Teachers, meeting in Ottawa May 13-15, have elected Professor David Braybrooke and Professor Jill Vickers, as president and vice-president, respectively, of the 17,500 member national Association.

David Braybrooke

Jill Vickers

Professor Braybrooke, professor of philosophy and politics at Dalhousie University in Halifax, was educated at Harvard and Cornell and has taught at the University of Michigan and Yale University. From 1960 to 1962 he was a member of a committee appointed by the Center for the study of Democratic Institutions to review the work of the Kefauver investigation of administered prices. In the late 1960's he served on the national academic advisory panel for Canada Council and in 1971-72 he was president of the Canadian Philosophical Association. The following year he was one of the consultants appointed by the Council of Ontario Universities to assess graduate work in sociology in Ontario.

He was member-at-large of the national executive of the CAUT in 1970-71 and vice-president of the Association in 1974-75. He also served as member of the CAUT Publications Committee and was chairman of the CAUT Committee on Canadianization and the University.

Professor Braybrooke has published numerous essays in philosophical journals and has contributed a number of reviews to various periodicals. He is the author of **A Strategy Decision: Policy Evaluation as Social Process,** (New York: Free Press, 1963) and **Three Tests for Democracy: Personal Rights; Human Welfare; Collective Preference;** (New York: Random House, 1968).

Professor Vickers, assistant chairman of the political science department at Carleton University, was educated in Ontario and the London School of Economics, and has taught at Carleton since 1969, combining her professorial duties with membership on numerous departmental and university committees.

She was salary chairman of the Carleton University Academic Staff Association and a member of the Ontario Confederation of University Faculty Associations Executive, and held the position of CUASA president during the 1974-75 academic year. She also served on the CAUT Collective Bargaining Committee.

Professor Vickers has published a number of reviews in the Canadian Journal of Political Science and is currently conducting research on the subject of Canadian women in politics.

LABOUR BOARD

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Mr. Armstrong quoted a decision by Mr. Justice Cardoza in the United States, which said, in part: "by practice and tradition, the members of the faculty are masters and not servants... they have the independence appropriate to a company of scholars."

According to Mr. Jeffrey Sack, counsel for the faculty association, the department heads' exclusion would destroy the principle of collegial decision — making.

Mr. C.G. Riggs, representing the university at the hearings, supported collegiality, but argued that inclusion of chairmen in the unit would sever the link between faculty and administration, polarize the two and destroy shared decision-making.

But the Board concluded that the chairman is "indistinguishable in any significant respect from his colleagues, all of whom share more or less equally in the decision-making process, and the threat to collegiality consists precisely in the university's tacit recognition that traditional collective bargaining regime is appropriate for faculty members.

"In short, the potential for polarization already exists, whatever the decision on the status of departmental chairmen." The decision said that the survival of the collegial process does not turn on the questions of inclusion or exclusion of departmental chairmen.

The Board noted that a number of cases before the National Labour Relations Board in the United States presented arguments that no faculty members are eligible for collective bargaining, since all exercise supervisory authority. The NLRB rejected such arguments but had both included and excluded chairmen, although the trend was to inclusion.

But Mr. Armstrong emphasized that there still are employer — employee distinctions in a university. "While the collegiate relationship is unique, and while many important employment-related decisions are made communally, the faculty as a whole is still economically dependent on the decisions of the supreme governing body, the board of governors."

"Accordingly," Mr. Armstrong wrote, "there does exist in our view a sufficient distinction between the administration and the faculty to enable us to say that faculty may bargain collectively under the Labour Relations Act."

While the Board ruled that legally the faculty has a right to organize under the Ontario labour legislation, Mr. Armstrong said that the suitability of the traditional bargaining relationship and the capacity of the negotiating parties to fashion a workable formula which will preserve the existing collegial structures remain to be tested.

"The real question at Carleton is whether the chairmen have sufficient individual discretion to justify their exclusion from the unit," the decision said, and added: "We think not. In the areas of greatest importance — hiring, tenure, promotion and dismissal — the dominant role is played by the department collectively." The Board used the Duff-Berdhal Report *(University Government in Canada, Report of a Commission sponsored by the Canadian Association of University Teachers and the Association of Universities and Colleges of Canada)* as one item of evidence for its decision on departmental chairmen question. The Duff-Berdhal Report states, in describing the department head functions: "He always will and should have certain areas of administrative discretion, but the department's basic policy should be approved collectively."

In his dissent from the majority decision to include the department heads in the bargaining unit, J.E.C. Robinson said while there may be a sharing of authority between faculty and department chairmen in a horizontal way, there is also a vertical sharing of authority between the chairman, the dean and the senate.

He felt that the Board should do everything in its power to maintain the status quo of collegial decision-making and should exclude departmental chairmen from the bargaining unit.

"To do otherwise, it would seem, would be to end the horizontal managerial decision-making authority presently resident in the faculty and to vest it in a very few hands such as deans and the senate."

To include the departmental chairmen in the bargaining unit would be to remove from the department the only person who is able to speak on behalf of management and the only person who has the intimate knowledge of the department and the professional concerns of the faculty of that department, he wrote.

J.S. Reid Memorial Fellowship Winners

The 1975-76 J.H. Stewart Reid Memorial Fellowship has been awarded to David L. Foraie and Judith E. Foraie, of Regina, Saskatchewan.

Judith Foraie, 22, an honours student, is a graduate of the University of Regina. She will continue her studies in economics geography at McMaster University, where she plans to take courses in regional planning, land use and transportation.

After completing her MA programme she hopes to continue her research in the area of regional planning.

David Foraie, 22, graduated with honours from the University of Regina, with a degree in economics and will further his studies in this discipline at McMaster University, where he intends to pursue research in regional economics, public finance, and regional development as part of his MA programme.

The J.H. Stewart Reid Memorial Fellowship has been established by the Canadian Association of University Teachers through voluntary contributions, to honour the memory of the first Executive Secretary of the Association. Traditionally, the Fellowship is a $3,000 award applied towards study in any discipline in a graduate programme at any Canadian university. Because the Fellowship was not used in the 1974-75 academic year, the selection committee chose to award the Fellowship, total combined value of $6000, to two candidates, to be used during the current academic year.

NOTICE OF APPOINTMENT

The Executive Committee of the CAUT has appointed Carolyn Masleck to a one-year term as professional officer for public relations and publications. Ms. Masleck holds an Honours B.J. degree from Carleton and a B.A. from Concordia (Sir George Williams).

CAUT, CACUL Join on Academic Status for Librarians

Delegates to the annual CAUT Council meeting in Ottawa in mid-May modified the CAUT Constitution to make clear that professional university librarians are eligible for full membership in the association. The action was taken to remove an ambiguity in the constitution.

It is expected that those associations who do not yet admit librarians will be encouraged to do so by the constitutional change.

Librarians are at present full voting members of over half of the local associations in the country. In others, however, they are either not yet admitted or are admitted only as associate members.

At the same meeting the delegates approved in principle a document entitled "Academic Status of University Librarians" prepared by a joint task force made up of representatives of CAUT and the Canadian Association of College and University Librarians (CACUL). The document affirms the academic status of librarians and defines their role as partners with faculty in academic affairs.

It sets out standards to be applied to the terms and conditions of appointment of professional librarians and defines the role of librarians in university governance. Procedures regulating appointment, renewal, confirmation (tenure), promotion and dismissal are similar to those approved by CAUT for faculty members. Governance procedures analogous to those found in academic Faculties are recommended for university librarians. The document also proposes that research and travel funds and study leaves should be available to librarians.

The document was approved in principle at the annual general meeting of CACUL in Toronto in June. Committees of both associations will give the document clause-by-clause study during the autumn in the light of comments received from members.

It is expected that a final document will be ready for approval by the CAUT Board at its May, 1976 meeting and for ratification at the 1976 meeting of the Council.

Approval by CACUL is expected at the same time. The document will provide guidance to local faculty associations acting on behalf of librarian members.

UNIVERSITIES UNDER C.A.U.T. CENSURE

The following university administrations have been censured by the Council of the Canadian Association of University teachers:
Mount Allison University (November 1970)
Simon Fraser University (May 1971)
(Under the third stage of censure imposed on these two universities, the C.A.U.T. warns its members not to accept employment with the censured university. Page 69, C.A.U.T. Handbook.) Also censured are:
Université du Québec à Montréal (November 1970)
University of Ottawa (May 1972)

* * * * *

UNIVERSITÉS FRAPPÉES DE CENSURE PAR L'ACPU

Le Conseil de l'Association canadienne des professeurs d'université a frappé de censure les administrations des universités suivantes:
Université Mount Allison (novembre 1970)
Université Simon Fraser (mai 1971)
(À la troisième étape de la censure prononcée contre ces universités, l'ACPU avertit ses membres de ne pas accepter d'emplois auprès d'elles. Voir la page 71 du Guide de l'ACPU.)

Sont également frappées de censure les universités suivantes:
Université du Québec à Montréal (novembre 1970)
Université d'Ottawa (mai 1972)

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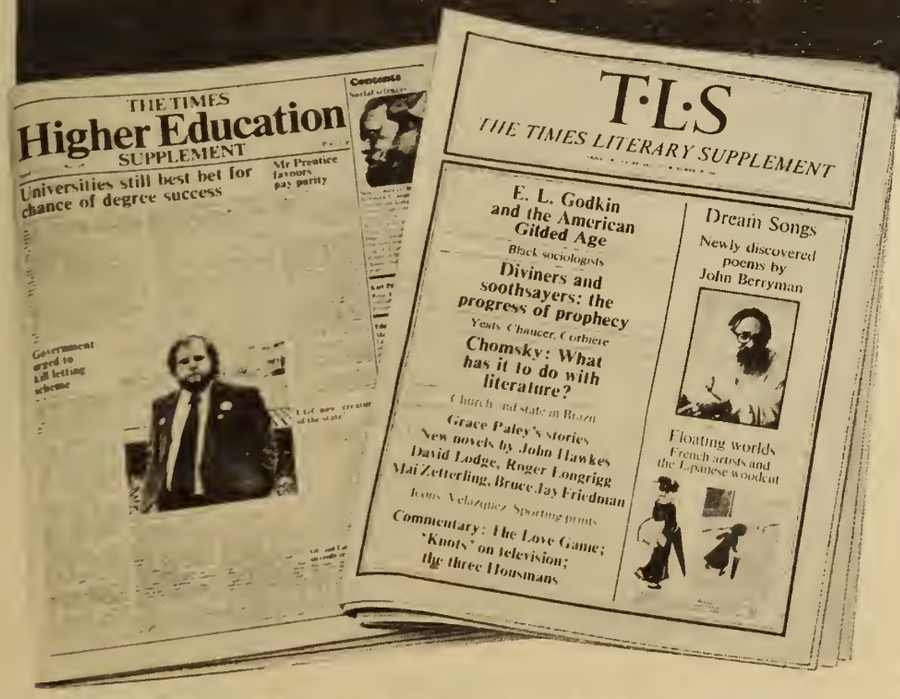
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– publishes scores of authoritative and highly readable reviews every week, covering an immense variety of topics. For anyone who wants to keep in touch with significant developments in contemporary thought and writing, it is simply indispensable.

Amnesty International: Set Them Free

The trial of Leonid Plyushch was a legal farce.

In April 1973, in a near empty courtroom, Soviet authorities read his sentence, an indefinite term in the Dnepropetrovsk Psychiatric Hospital where Plyushch will be treated for what state psychiatrists diagnosed as "creeping schizophrenia".

Plyushch — a brilliant 35 year-old Ukrainian intellectual and civil rights spokesman — was denied the right to be at his own trial on the grounds that he was mentally ill.

That didn't stop the Supreme Court of the Ukrainian SSR from fining the mentally disturbed defendant 73 roubles for court costs!

Soviets closed his hearing to both Plyusch's family and the public because his case allegedly threatened state security. The prosecutors barred his lawyer on a minor pretext and kept the defendant incommunicado for a year before the trial. His crime — anti-Soviet agitation and propaganda.

The charge is part of the Soviet criminal code and it's used indiscriminately to silence those who write or speak against government policy. In Plyushch's case, the charge led to a now standard and terrifying punishment, diagnosing dissenters as sick and locking them up in close quarters with insane inmates.

The KGB began harrassing Plyushch while he was a member of a still functioning Moscow civil rights group. During their searches, they destroyed all his manuscripts, including his book on modern social ethics. It reflected Plyushch's interest in public morality and it asked questions like, Why in certain periods of history is treachery so common? What makes the masses apathetic? How can society recover its moral ideals?

One of the problems for a Soviet dissident is finding a job. Before his arrest in 1972, the Cybernetics Institute in Kiev dismissed Plyushch from his teaching post. The Institute's director said Plyushch was acting like Dubcek, the former head of Czechoslovakia, deposed by the USSR because it disagreed with his liberal policies.

The Executive Employment Committee of the Communist Party directed Plyushch to work as a coal stoker, even though Plyushch has been an invalid since childhood. Plyushch, because of his health, failed in his job as a coal stoker and he was turned down by over 20 other firms. He was unemployed when he went to jail.

In 1974, a hospital doctor told his wife that Plyushch suffers from "philosophical intoxication" — an ingenious way of describing an inquiring mind. Friends fear large doses of tranquilizing drugs like haloperidol and "triftazin" will damage his brain permanently. For a man who prizes his intellect, there isn't a crueler torture. Plyushch — so bloated and swollen with drugs he can barely move — could spend the rest of his life in an asylum because his sentence is indefinite. He has two children, a 14 year old girl and a nine year old boy. Recent reports from Red Cross organizations claim all records of Plyushch's stay at the Dnepropetrovsk have been erased.

Send a postcard on his behalf to: (1) U.S.S.R. Moscow, Kremlin, Mr. Leonid Brezhnev, General Secretary, C.P.S.U. (2) Ukrainian S.S.R., Dnepropetrovsk No. 6, P.-YAE-308, Plyushch, Ivanovych Leonid.

This article was written for the CAUT Bulletin by Sue Swan, Amnesty International, Canada. From time to time, the CAUT Bulletin will publicize the work of Amnesty International in areas of particular interest to academics. The space has been made available to AI by CAUT as an indication of support by CAUT of the aims of AI. Support of particular cases is a matter of individual conscience on the part of CAUT members.

AUCC Executive Director Appointed

Claude Thibault has been appointed executive director of the Association of Universities and Colleges of Canada for a five year term effective July 1.

Dr. Thibault joined the AUCC in 1974 as associate director. He then assumed the duties of acting executive director, while the executive director, Colin Mackay, was on leave of absence. Dr. Mackay retired on June 30 after serving as executive director since 1971.

Before coming to the AUCC Dr. Thibault was professor of history and assistant to the principal at Bishop's University. He obtained an MA in English language and literature from Université Laval in 1962 and a second MA in history from Bishop's in 1963. In 1973 he received a PhD in Canadian studies from the University of Rochester.

University of Ottawa

Faculty, Librarians Seek Certification

by Carolyn Masleck

The Ontario Labour Relations Boards has set August 21 as the hearing date for the Association of Professors of the University of Ottawa certification application of full-time teachers and professional librarians.

The Canadian Union of Public Employees has also filed for certification as the bargaining unit for professional librarians at U. of O. but this application has been challenged by an intervention filed by the APUO.

Since the Labour Relations Board has the power to determine the appropriateness of any bargaining unit, it will be up to the Board to rule whether the APUO or CUPE is better able to represent the professional librarians in bargaining with the University.

The only Canadian precedent for the certification of university professional librarians as a separate bargaining unit is the case of St. Mary's (Halifax), where the provincial labour board ruled that the terms and conditions of employment of faculty and professional librarians were too dissimilar to permit representation by a single bargaining unit.

At both Notre Dame (Nelson) and the University of Manitoba, however, the labour boards included the professional librarians in the certified faculty unit.

The certification of the full-time faculty at the University of Ottawa will probably be automatic since the APUO has over 55 per cent of the membership signed up. The University has not opposed the certification, but has asked that department chairmen be excluded.

There is no precedent for this in Canada. All previous certifications have encompassed chairmen, including the most recent at Carleton. Carleton was to a certain extent a test case since that university had also asked for exclusion of department chairmen, and set up one chairman as the deciding case for all the others. Ottawa University has asked for a department by department examination.

Funding for Register for Retired Professors

Following the C.A.U.T. Council resolution at Charlottetown (May, 1973) a committee on Retired University Teachers was established in Alberta from among the retired professors of the three universities.

The committee has obtained a New Horizons grant of $8,800 to support a project designed to establish a register of retired professors in Canada.

About two-thirds of the universities have already supplied CAUT with a list of names and addresses with the assurance from CAUT that the names will not be used without the prior consent of the retired professors.

A survey will be conducted by the committee to determine the economic circumstances of retired professors who wish to report on such matters. In addition an enquiry will be made into ways in which retired professors can be assisted, where they wish to do so, to maintain continuing (even though part-time) contribution to society.

Six issues of a newsletter for retired professors will be produced during the next 18 months. During that period a determination will be made whether the CAUT Bulletin could thereafter serve as a vehicle for communication with retired professors.

Professor Emeritus Bernal Walker of the University of Alberta has been elected chairman of the committee and Professor Evelyn Moore of the University of Calgary maintains liason between the committee and the CAUT.

Ontari-ari-ari-o

A survey of Ontario university biology departments, done in May by the Kitchener-Waterloo Women's Collective, gathered the following facts:

— that of 390 biology professors in Ontario universities, only 29 are women

— that nine biology departments in nine universities do not have a single female professor.

— that of Canadian-trained women, an average of one female biology professor is hired in Ontario every two years.

The Collective also discovered that an Ontario woman who was recently chosen one of the top eight female biologists in Canada (for the federal government Why? Why not? exhibit) has been refused work at seven departments in Ontario universities.

Bills C-16 and C-72: Steps Forward in the Struggle to End Discrimination

by Carolyn Masleck

The passage of Bill C-16, an act to amend certain statutes to provide equality of Status for men and women, signals the end of certain blatant discriminatory practices by the federal government against women.

Included in the so-called omnibus bill on the status of women are amendments to the Elections Act, the Criminal Code, the Immigration, Public Service Employment and Unemployment Acts. The last three (Sections 9, 10 and 22) are of particular interest to CAUT members, since they are areas in which the Association has developed policies and practices.

The Immigration Act has been altered so that the definition of "head of family" will no longer automatically be the father. Other provisions will mean that dependent wives can no longer be deported automatically because their husbands are being deported, nor can the children if they were born in Canada. The CAUT has been active in several cases over the past few years involving immigrant status of non-Canadian academics, assisting in efforts to obtain landed immigrant status.

Under the provisions of the Public Service Employment Act, discrimination on the basis of marital status or age will be prohibited, unless sex or age can be proven to be "a bona fide occupational requirement for any position".

Amendments to the Unemployment Insurance Act will provide flexibility in obtaining maternity benefits by making it possible to take the fifteen weeks of benefits any time from eight weeks before the week of confinement until eight weeks after the birth. However, there is still no provision allowing employers to pay the difference between a woman's normal salary and the UIC payments which represent only 75 per cent of that salary.

CAUT's Committee on the Status of Women had recommended to the CAUT Executive that the Association pursue the federal government to allow such payments, thereby ensuring full maternity benefits to women academics.

The section of the Bill dealing with immigration, maternity benefits and discrimination on the basis of marital status were supported by the CAUT Council at the last meeting in May through a resolution urging the federal government to adopt such legislation.

The clauses dealing with maternity benefits will come into effect in December (six months after assent to the Act as specified in the Bill).

Half-way measures

The Canadian Human Rights Act, Bill C-72, introduced by Justice Minister Lang has passed first reading. The main purpose of the Act is to prohibit discrimination in all matters within federal government jurisdiction on the grounds of race, national or ethnic origin, colour, religion, age, sex, marital status or conviction for an offence for which a pardon has been granted.

Although prohibiting discrimination in job advertisement or employment on grounds of ethnic origin, no specific mention is made of citizenship. At the provincial level only Manitoba and Ontario prohibit discrimination on grounds of nationality (which may be interpreted to mean citizenship). Thus, in some instances, equality may be dependent on geography.

Section 10 of the Act bans wage differences based on sex in an establishment where men and women are doing similar work under similar conditions with "similar skill, effort and responsibility".

However, the following subsection allows wage differences based on "a reasonable factor, other than sex, that justifies the difference." The constitution of a "reasonable factor" is nowhere defined in the Act and may be open to abuse by employers who profit from discriminatory wage scales.

Human rights legislation in British Columbia and Quebec (passed first reading) define standards by which job worth may be measured such as experience, productivity and seniority. But only Quebec's proposed legislation states that these factors aside, employees of the same firm working in the same place "must receive equal salary or wages for equal work." British Columbia makes the allowance of discrimination based on reasonable factors other than sex which is present in the federal code.

The federal Act contains clauses relating to the protection of the privacy of an individual with regard to collection and dissemination of personal information by federal departments or agencies. However, these sections are merely a guideline to areas where the Governor in Council *may* make regulations at some future date, and provide no guarantee such rights will ever be voted into law.

Another major provision of the Act is the establishment of a Human Rights Commission empowered to examine individual cases of discrimination, but it may be some time before the Commission acts in this capacity. In a newspaper interview, Justice Minister Lang said he expected the Commission to devote its first few years to research in trends in discrimination rather than in hearing individual cases.

CAUT Says Stop Government Secrecy

by Israel Cinman

Politicians and civil servants who demand public accountability from universities would do well to apply these doctrines to themselves.

This was one of the recommendations presented to a team of foreign education experts working for the Organization for Economic Cooperation and Development by the Canadian Association of University Teachers in Toronto last June.

To emphasize its charges, the CAUT pointed to the Council of Ministers of Education, only one of many governmental institutions which meets in secrecy, creates committees and reports on subjects of great importance to the academic community, but as a matter of policy, does not meet with or hear delegations from any private or semi-public groups.

The CAUT representatives urged the OECD delegation to examine similar problems of secrecy which occur at the provincial level and strongly recommended openness in activities of various provincial grants commissions.

They called for all representations to these commissions to be public, including the right for faculty associations and other interested parties to make representations, and pressed for recommendations made to the relevant ministries to be widely aired as soon as they are received by the government. Only Ontario has adopted such policies. The Maritime Provinces Higher Education Commission has rejected such an approach while the problem is under consideration in B.C. and Saskatchewan.

The CAUT brief also called for public accountability in government-sponsored research, even if the results of such research are not acceptable to the government.

The CAUT urged the OECD commissioners to note that Canada has freer entrance requirements for foreign academics wishing to take up permanent teaching posts than most of the member states of the OECD. This poses problems for Canada in an era of surplus academics, particularly in the U.S. Nevertheless, the CAUT has expressed the view that decisions in regard to staffing should be made by the universities and not the Immigration Department, but universities should adopt mechanisms to ensure that abuses do not occur. The CAUT cited its latest thrust in the area of Canadianization and the university, referring to its position urging universities to give preferance to Canadians in hiring.

The delegation told the commissioners that the funds provided by the three funding agencies (The Medical Research Council, The National Research Council and the Canada Council) are essential to the research function of the university but it rejected the proposed proliferation of research councils on the provincial level. According to the CAUT, this would be costly, probably limit research to local rather than national priorities and would force the creation of a multitude of vetting bodies in each discipline to ensure the equality of the research projects.

The CAUT brief urged the OECD to pay close attention to the Association's concern about the federal government's intentions to restructure the NRC and the Canada Council, arguing that the government may focus solely on bureaucratic rearrangements and not on the need to increase funds substantially to university research.

The CAUT delegates made reference to the development of the Ministry of State for Science and Technology and possible parallel bodies at the provincial level. The CAUT pointed out that its brief to the Federal government on the federal role in financing of universities calls on Ottawa to continue its presence in this field.

And the delegates mentioned that even though the Association drew up a statement on equal opportunity for women faculty members in 1961, university salaries have not reflected that principle, 14 years after its adoption. The CAUT recommended that the OECD pay particular attention in their study to the status of women academics throughout the educational structures in Canada.

The CAUT delegation was composed of Professor Jill Vickers (Political Science, Carleton), CAUT Vice-president; Professor J. Percy Smith (Vice-president, Academic, University of Guelph) and Professor Victor W. Sim (CAUT Associate Executive Secretary). They were joined by Professor G. Bennett and Professor G. Murray of OCUFA. The OECD Commissioners were Dr. Hildegard Hamm-Brucher, former deputy minister of education and science for the Federal Republic of Germany; Dr. Harold Noah, professor of comparative education at Columbia Teacher's College; Dr. P. Vanbergen, director of planning of the Belgian Ministry of French Education; Dr. Kjell Eide, director of planning and research, Norwegian Ministry of Education and Dr. Michael Crozier, professor of Sociology at the Sorbonne. They will report to a meeting of the OECD's education committee in Paris in December.

The OECD study is designed to assist Canadian educators in planning for the future and to acquaint other countries with educational developments in Canada. Similar reviews were carried out on the educational systems of the U.S., France, Japan, Italy, Norway, Sweden, Germany and the United Kingdom.

SPECIAL REPORT

WOMEN IN HIGHER EDUCATION

Economics and Sex Roles in Academe

Margret Andersen

In **Women and Economics** Charlotte Perkins Gilman calls attention "to a certain marked and peculiar economic condition affecting the human race, and unparalleled in the organic world." She points out that "we are the only animal species... in which the sex relation is also an economic relation." And she reaches the conclusion that "the economic status of the human race... is governed mainly by the activities of the male: the female obtains her share in the racial advances only through him... When the woman, left alone, with no man to 'support' her, tries to meet her own economic necessities, the difficulties which confront her prove conclusively what the general economic status of the woman is." **Women and Economics** was first published in **1898.**

In April 1975, the Senate of the University of Alberta published the final report of its Task Force on Academic Women. The general conclusion of the study is that women academics at the University of Alberta are discriminated against on the basis of sex individually and as a group.

The study follows others done at several Canadian universities; its findings and conclusions reflect and reinforce those arrived at by other institutions.

The 1972 report on the Status of Women at the University of British Columbia stated that women at the University of British Columbia are a small proportion of the faculty, are paid less than men in every academic rank, are in inferior ranks, and that the University educates fewer women than men, and educates them less.

In 1972 Queen's University also appointed a committee to study the status of women at Queen's and to make recommendations. The committee made the statement that the number of women in faculty positions was so small (7.7 percent) "that there is insufficient evidence to establish whether or not there is any pattern of discrimination." A study that I conducted in 1973/1974 revealed that 21% of Canadian departments, in the Humanities, do not have any women faculty.

In 1974 the University of Toronto established a committee to "investigate and make recommendations on salary anomalies relating to women faculty of the full-time academic staff." The committee reviewed the status of 271 full-time women faculty members. After comparing two male peers for each woman faculty member, one selected by the female staff member, the other by the department or divisional chairman; 19 percent of the women eligible for review received a salary adjustment. The average size of the award amounted to $1,535.

In 1972, the President's Advisory Committee on Equal Rights for Women and Men was established at the University of Waterloo. Among its findings: In 17 departments which have a total of 370 regular faculty positions, not a single woman holds one of them. Overall, 37 of the 699 full-time, regular faculty positions at the University of Waterloo are held by women. This is just over 5.3 percent.

the economic status of the human race is governed mainly by the activities of the male

It seems quite obvious, that women, as a group, make less money than men as a group. What about part-time positions? Are they being offered to women? It is clear that women faculty members are much more likely to be part-time than male faculty members and that they are much more likely to be at the lowest rank, that of lecturer. In the Humanities however, this is not necessarily so. Over 25% of the departments that employ part-time teachers, have no women part-time faculty.

When the report of the Task Force on the status of women at York University came out, in February 1975, I noticed with interest its Appendix B (pp. 256-259) in which Gladys Symons Hitchman gives **A Report on the Reports on The Status of Women in Canadian Universities.** In it she quotes an American, a woman assistant professor with a Ph.D., as having stated in 1919: "Women who expect to engage in college or university teaching should be aware of the reluctance of administrators to promote women or to pay them salaries equal to those paid men of similar attainments for similar work."

As we all know, this still applies to to-day's situation, at least to quite a degree. I am not certain that we can blame administrators in general, for there are exceptions. At Guelph, for instance, the report (so far unpublished) of the President's Task Force on the Status of Women has found out that there are no discrepancies between the salaries of men and women except at the lecturer level. And credit for this must go to Guelph's President Winegard who for years has every year sat down with every dean to discuss the salaries of women and who, last year, set aside special funds to make adjustments to women's salaries. But we can unfortunately not assume that where salaries are "well, all is well." The same Guelph report reveals that women are under-represented at most levels, that they progress very slowly through the ranks, that only 6 out of 140 full professors are women.

Male Alma Mater

It is noticeable also from all the reports on women academics that women do not occupy very many administrative positions which not only means that women participate to a lesser degree than men in the decision-making of Canadian universities, but that they also are less often called upon to represent these universities in one or the other official capacity. The portrait that the Canadian university gives of itself, to the outside world, is an essentially male one. A male *alma mater*, a strange contradiction.

It seems to me that what happens outside the ivory tower is repeated inside. We have so far seen reports on the status of women, from Alberta, British Columbia, McGill, MacMaster, Memorial, Queen's, Toronto, Waterloo, Windsor, York. All findings indicate that women academics have been discriminated against in one way or other.

The Council of Ontario Universities recently received the preliminary report on the status of women in Ontario universities.

It includes data "which does not indicate discrimination in admission practices. However, fewer women than men sought admission and they tended to select certain programs over others. Data form Statistics Canada show fewer women elect graduate work than men (i.e. 25% of total master's students and 18% of total Ph.D. students). Fewer women than men hold full-time teaching positions in universities and the average salary is some 25% below the average for men. Seven percent were full professors, 26% associate professors, 41% assistant professors and 26% lecturers. However, only 42% of women staff held doctoral degrees as compared to 69% for men. The percentage of women teaching staff does not differ substantially from the percentage of women in doctoral programs. Much more detailed analysis is required at the level of individual universities.

Seven universities reported action taken with respect to hiring, remuneration and pro-

SPECIAL REPORT

In this section:

Affirmative Action in U.S.
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Women in Ontario Universities

it seems quite obvious that women as a group make less money than men as a group

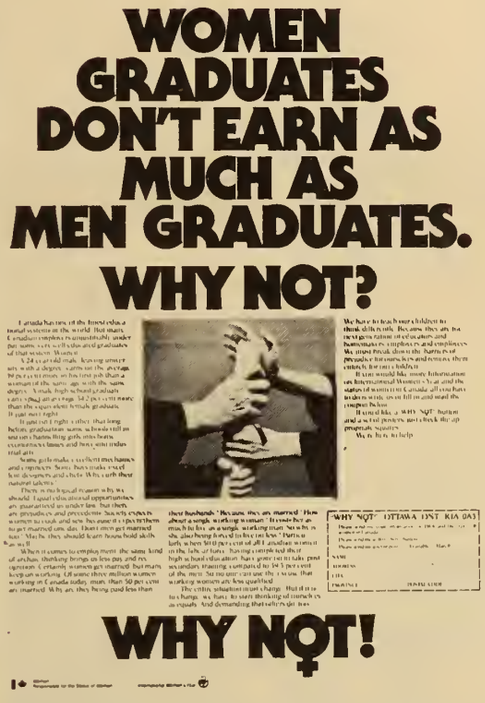
motion of female staff. A more detailed report of these activities will be forthcoming when information is received from the other eight universities."

I cannot accept the conclusion reached by the council. Why must we wait to reveal useful steps taken by seven universities until more universities have gone through lengthy processes of investigation? Time, and in most cases it is that of women faculty, and money are being spent on investigating a situation which has been investigated for more than ten years and with invariably the same results. Committees are still being asked to find out whether indeed there is such a thing as discrimination on a particular campus. Would it not be less time-consuming to ask administrations to prove that discrimination does not exist or has been eliminated? In other words, should the onus not lie on those that discriminate rather than on those that suffer from it? For one, universities should automatically set aside a special fund to up-grade women's salaries as quickly as possible, instead of waiting for results of complicated general investigations. Certain universities (Guelph, Trent) have done so and have not suffered from taking such action. Once this basic step is taken, university administrations could, with the help of all members of the community, find out what long-term measures must be taken to finally end discrimination.

While studies are being conducted, women continue to lose money. Money of the present, in salaries, money of the future, in retirement benefits. And while this happens, young women may well decide not to go after degrees which will lead to very little.

In **Escape from the Doll's House,** Dr. Saul D. Feldman measures for the Carnegie Commission on Higher Education for the Advance of Teaching the degree of prejudice that women face in graduate education as well as its effect upon their performance and career patterns.

It is certainly the most complete and therefore the most reliable study of its kind. The extensive data based on 92,991 questionnaires



that Feldman was able to use, gives his evidence authority and credibility. It will not be easy to contradict his findings.

The book documents what many knew or at least suspected already: in American graduate education, the potential of women remains unexploited. The same goes for Canada. While women enter graduate schools with higher undergraduate averages than men, the percentage of degrees awarded to women has remained almost constant since 1957, whereas the number of degrees awarded to men has tripled since that date.

Masculine Law, Feminine Sociology

Feldman's chapter on "Masculine and Feminine Disciplines" was of greatest interest to me. Masculine disciplines are seen as characterized by coolness and detachment, the feminine ones — mostly to be found in the humanities — by people-orientation, emphasis on nurturing and expressiveness. Law is considered more masculine than medicine, sociology the most feminine of the social sciences, German the most masculine field within the feminine discipline of modern languages. Women are the majority of graduate students in ten fields only, all of them feminine of course. Students and faculty perceive feminine disciplines as generally unexciting, oriented toward teaching, whereas exciting fields, such as bio-chemistry, are considered research-oriented. Fields with a strong teaching orientation offer less power, privilege, prestige; they offer less in the way of a self-image. The masculine disciplines seems to offer their graduates other possibilities besides that of a teaching career, Feldman asks: "Are women placed in certain disciplines because these disciplines rank low in power, privilege and prestige, or do these disciplines rank low in power, privilege and prestige because they are dominated by women?" Unfortunately, he does not give a clear-cut answer, but only states that within this vicious cycle "sex-based inequality goes far beyond underrepresentation." (pp. 74/75)

To me, Feldman's conclusions are somewhat spotty. "Setting up quotas on the basis of sex, he says, will not eliminate the different training that women bring to colleges and universities." (p. 138) But he also states that "fields that voluntarily admit men and women in equal numbers treat women more equally." As he furthermore implies quite frequently that greater recognition of abilities fosters achievement, one must ask why he cannot pronounce himself more clearly in favour of affirmative action. Of course, Feldman is right to state that change must come at all levels of education, but it seems that in view of his findings he could have made more radical recommendations.

The status of women academics is without any doubt a low one. How will this be changed in a university system where vacant positions seldom occur, where something like 65% if not more of the faculty have tenure, where all those that were appointed in the sixties are now between forty and fifty-five years old and will be staying on for another ten to fifteen years. Isn't it strange that most of the people hired in the sixties were men? At a recent CAUT meeting, the outgoing president, Prof. Spencer from U.B.C. said that if the status of women could only be raised at the expense of men, then he would propose that men suffer for a while the consequences of a long history of discrimination in their favor. However, this seems unrealistic and would be acceptable to very few only.

Human Rights Legislation

We have in Canada, at least in some provinces (Ontario, British Columbia, Nova Scotia, Manitoba) the possibility of using Human Rights Legislation to attack discrimination against women faculty. According to this legislation "it is clearly illegal to pay women less than men for substantially the same work" (quoted from a December 1973 letter to CAUT from Mr. William Black, Human Rights Branch, Dept. of Labour, B.C.). CAUT requested in 1974 a law firm in Nova Scotia to interpret the N.S. Human Rights Code and was informed that "an employer must not discriminate against women in any facet of employment relationship including hiring, conditions of employment and termination." The Nova Scotia Labor Standards Code from 1972, Section 55 specifies that "an employer... shall not pay a female employee less for... the same work... which requires equal skill, effort and responsibility and which is performed under similar working conditions.

The Ontario Human Rights Code says much the same and also specifies that "no per-

son shall maintain separate lines of progression for advancement in employment" because of sex etc.

The Ontario Code also states that the Human Rights Commission may initiate complaints. What I then cannot understand is how universities can get away with discriminatory practices and why the commission does not initiate complaints when discrimination has been proven by a Task Force such as the one at York, for instance. The contravention of the act, by the way, could cost any Ontario institution a fine of not more than $5,000. That of course is not a big threat and it leads to believe that nothing will be done about equal pay until the cost of not complying with the law is greater than the cost of complying.

In any case Canadian law seems to require that some inequitable practices be eliminated or revised.

This can be achieved with the cooperation of educational institutions and the necessary changes need not be negative and disruptive.

Maybe, however, the Human Rights Legislation is not quite strong enough. The B.C. code (Section 8) prohibits discrimination in employment unless reasonable cause exists for the discrimination". Now what is "reasonable cause"? CAUT has an antinepotism guideline, so has AUCC. The Human Rights code, however, only specifies that employers must not discriminate against people because of their marital status, i.e. divorced, single, etc. One could, under the code, discriminate against someone who has a marital relationship with a particular person. It would be important to put into the code "marital status and/or family relationship". As it stands now, the code does not protect "faculty wives".

And what about Fringe Benefits — a term by the way, which clearly leads to an underestimation by many of such important matters as retirement pay? The Ontario Human Rights Code still permits the payment to women workers of fringe benefits relating to pension plans at a level lower than those provided for male employees.

Women are supposed to live on a smaller pension because the average woman lives about 2½ years longer than the average man. First of all, there seems to be, at the moment, an overlap of 84 percent with regards to death ages, which means that only 8% of all women in fact, live longer than men (**United States Life Tables, 1959-61**, Vol. 1, No. 1, H.E.W., Dec. 1964).

Second, it seems immoral to suggest that a person should live in greater poverty because of a longer life expectancy.

CAUT supports Unisex actuarial tables, so does the Manitoba Federation of Faculty Associations, OCUFA does, the Alberta Teachers' Federation does. If universities told their insurance companies to provide insurance plans using unisex actuarial tables, they probably would. And as there are not all that many women on faculties, it would not even be all that costly for the insurance companies.

It seems to me that the word affirmative action is beginning to enter in people's minds and often is mentioned. According to the **Toronto Star** of May 29, 1975 the Federal Public Service Commissions has plans for such action.

The York report suggests the following guidelines for action: Concerning women faculty, it is recommended:

1. that salary increments be awarded to those women faculty members who at present are underpaid in comparison with their male counterparts
2. that the annual review for salary and promotion ensure that "no woman academic... is paying any cost for being a woman"
3. that women be appointed to hiring committees whenever possible
4. that qualified women be actively recruited when new positions become available
5. that qualified women be actively recruited into senior positions
6. that all decisions affecting appointment, tenure and promotion be made using the same criteria for women and men
7. that a permanent review committee comprised of both women and men be established to monitor the implementation of a programme to ensure that sex inequalities are eliminated
8. that statistical data on all those who now hold appointments or who are subsequently hired be kept and made available to the review committee
9. that this review committee report on the progress made in ensuring equal rights for women and men.

Concerning women students, it is recommended:

1. that women faculty members be appointed to all admissions committees
2. that all high school liaison, counselling, admission and orientation material be explicitly directed to women as well as men students, and that a particular effort be made to attract women students, encouraging them to broaden their career aspirations and to give serious consideration to graduate study and preparation for the professions, especially those where women are now in a minority
3. that publicity and orientation material be worded in such a way as "to avoid remarks which could be regarded as patronizing, derogatory or illegal"
4. that the permanent review committee oversee this programme to ensure that it is being carried out.

It also recommends that the reports on the status of women in Canadian universities be supplemented by follow-up studies, and that other universities look into the status of women in their institutions. I would suggest that this be done at the expense of administrations, not of Faculty Associations.

As the McGill report stated in 1971, "this area of concern should be the subject of continual review so that the causes of inequalities and discrimination can be expediently assessed and remedied" (McGill, 1971). I myself would again suggest that the time has come, for a greater sense of rebellion on the part of academic women in Canada.

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Teaching on Women

Margrit Eichler

There is no doubt in my mind that sociology as we all know it, is, for the most part, a sociology of men.

At an occasion like this one, where our time is severely restricted, there is no time to go about proving this rather broad allegation that indeed sociology as we currently know it is a sociology of men. Rather than attempt a proof, which is impossible, I shall draw on your own experiences and let you judge for yourselves by asking questions rather than by providing the answers.

When I refer to a sociology of men, I do not primarily mean that sociology is made by men for men, i.e., male-dominated in the sense that it is men who teach us and our students (although this is also true to some degree) but that it is male-oriented. This, of course, does not refer to the sex of the researcher, writer or teacher, but to the questions which she or he asks and, almost more importantly, to the questions that she or he does not ask.

Let us look cursorily at some of the subdisciplines of sociology. When you read, teach, or are being taught **sociology of work or occupations,** how much do you learn about housewives who, after all, constitute the largest occupational grouping? For that matter, if you recal the last book you read in the sociology of occupations, how much did you learn about so-called "working" women? Did you find a good account and explanation of the wage-differential, did you find that adequate importance was given to the structure and composition of the female labour force which, after all, constitutes one third of the entire labour force? Was there a thorough discussion of what may be one of the most significant social changes in the past few decades, namely the constant influx of married women into the labour market? A recent book on the "Sociology of Occupations" by Krause (1971) which, according to its own introduction, "has a focus on change" manages to devote an overall amount of approximately one page to the working woman, or, in other words, 1/300 of the book. In your last book on this subject — did you find a good discussion on the increasing rather than decreasing gap between the sexes?

Sociology as we know it is for the most part a sociology of men

In **stratification theory** — what do you teach or learn about the double status of women (as housewives and as simple individuals)?

In the **sociology of social movements,** how much do you learn or teach about specifically female movements? When discussing leadership in social movements, how often are there examples of female charismatic leaders employed?

When you learn or teach about the **history of** our **sociological theory** do you ever mention or hear mentioned the sexual bias of our founding fathers who were, indeed, patriarchs? Let me give you a quote from Cooley concerning human nature: "Take for instance the natives of central Australia, as described by Spencer and Gillen, tribes having no definite government or worship and scarcely able to count to five. They are generous to one another, emulous of virtue as they understand it, kind to their children and to the aged, and by no means harsh to women." In the way Cooley approa-

ches the natives of central Australia, "they" are adult, middle aged men.

When you learn or teach about methodology, how much do you learn about the importance of sex differences? How often in a text do you find that generalizations are made from a male sample to theory in general, to the world in general without consideration whether or not this will apply to women, too? And if not, why not?

In the sociology of **industrialization and modernization,** how much attention do you see focussed on this most puzzling phenomenon that, in a transition period in which ascribed statuses are reputed to be more and more replaced by achieved statuses, this most important of ascribed statuses, sex, becomes more rather than less important in the sense that the status of women goes down, rather than up? For the matter, how much do we know as to how the industrialization process in Europe and on the continent really affected the roles and positions of women?

In **introductory courses,** in which we presumably acquaint our students with the most basic ideas of sociology, how much of what we transmit is pertinent to women? Besides a treatment in the chapter on marriage and the family, are women ever considered?

And for that matter, how many of us are aware of the pervasive biases that underlie much of the literature in the **sociology of the family** towards the traditional division of labour? Recent critiques (Ehrlich, 1971; Laws, 1971) have indicated the overall conservative bias towards maintenance of the current sex-role specialization into breadwinner and housewife role. More important, however, than this is the fact that if you want to learn something about women you have to turn to the sociology of the family — since the two roles in which women have been studied are those of wife and mother — that is, those two aspects in which men relate to women.

And lastly and most basically the English language has shaped to our thoughts. The use of the generic "man" has veiled the degree of male-orientation of sociology, since it always allowed the excuse that what has been said about man or mankind also included woman and womankind. (That this is not so has been analyzed for anthropology by Linton, 1971; for history by Beard, 1962; for psychology by Weisstein, 1969.)

I could go on, of course, but I hope the point has been made: that what we are currently considering sociology *schlechthin* is really no more than a sociology of men, granting, of course, the existence of minor exceptions.

If we accept this statement, that our current sociology is a sociology of men, then it follows that we need also a sociology of women in order to be able to practise sociology without any sex specification.

Having made by plea for the need for a sociology of women, I shall now discuss why, in my opinion, it would be disastrous if indeed we proceeded to establish a sub-discipline of sociology that calls itself a sociology of women.

The last two and a half years have seen a vast output of literature in the sociology of women. Likewise, courses in women's studies have sprung up all over the country (Canadian Newsletter, 1973). Questions as to whether or not to establish special women's studies programmes are being discussed, and some moves in that direction have been made in the United States. While this is overall a cheerful and needed development, it is not without its own danger.

At the 1973 meeting of the CSAA, I chaired a session on current research on women. Just think for a moment how really absurd it is to have a session on "Current Research on Women". Nobody would ever think of setting up a session within the framework of the CSAA on "Current Research on Men". People would ask immediately: What is the session about? Political participation? Socialization? Or what? Having such a session on women is acceptable and possible only because women are currently such an underexplored category of people. The same session on men would be called "Current Sociological Research".

While establishment of special women's studies programmes may be overall a needed development it is not without it's own danger

In spite of its absurdity, such a session has its utility — for the time being. It brings together people who share a common outlook and a common interest as these sessions are supposed to do.

Overall, a sociology of women is useful and necessary for a limited period of time, insofar as it makes, first of all, people aware of the existence of such a bias, and insofar as it establishes communication between people who are concerned about this bias. I.e., for the time being, courses on women are politically and socially opportune.

The danger consists of the possibility that structures will ossify, that people who have taught courses on women will regard those courses as their property, that departments will rest secure in the knowledge that they have one (or two or three, it does not matter, how many) course on women and that, therefore, nothing else needs to be changed. Justice has been done to the women. Individuals, finally, can cheerfully tell themselves that sociology of women is not their specialty and that therefore they can go on teaching courses in the sociology of occupations, theory, family, etc., as they have always taught them. No major change will have occurred except that there is one more sub-specialty called sociology of women into which everything will be shuffled that has somehow to do with women.

I am as guilty as anybody else in promoting this development. I have taught and will teach courses in sociology of women. But we must somehow find that delicate point at which what was opportune may become an obstacle in the realization of our goals, which for me can be stated simply as a sociology which pertains equally to women and to men. As a case in point, let me use my own syllabus of my undergraduate course in the sociology of women of 1972.

After diverse introductory materials, the course addressed itself to "Women in the Stratification System". This should, of course, properly be dealt with in stratification theory. "Socialization into Sex Roles", the next topic, should be thoroughly covered in social psychology. "The Structure of the Family and the Position of Women", and "Alternatives to the Traditional Nuclear Family", the next two topics, should be treated exhaustively in the sociology of the family, and this should include a critique of this subdiscipline for its sexist bias. "Housewifery" and "Women in the Economy", the next two topics, should properly be discussed extensively in the sociology of work. "Women and Law", the last substantive topic, would then be the only topic that remained since our department does not currently offer a course in the sociology of law.

My position concerning teaching on women can be summed up as follows: My goal is that all of sociology pertains equally to women and men. In order to achieve this goal, it is opportune to have, for a short while — that is, for a few years, — courses, sessions, conferences etc., specifically geared to women, and lots of research. It is undesirable that this become a sub-discipline of sociology, not because it is too much but because it is too little. It is therefore undesirable to establish programmes in "Female Studies" or "Women's Studies Programmes" or a specialty that would call itself sociology of women. Instead, we have the possibility for a sociology of sex roles and of gender relations, which will look at the roles and positions of both sexes, and which will be carried on by both women and men. And, hopefully, in a few years it will be unnecessary to have a special session on "Teaching on Women", because we shall all be doing it, routinely, in all our courses, and if there is any question as to techniques, we will consider these problems under the heading of "Teaching Sociology".

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Methodology for Women's Studies

Christine Garside Allen

Structure of Women's Studies Programs*

Discussions about the structure of Women's Studies programs are often torn between two extremes. The first attempts to integrate the program completely within existing university disciplines, while the other aims to keep independence from the traditional university setting. Those who argue for the first extreme usually point out that there is a vast amount of knowledge already existing in universities, that the disciplines have developed over centuries of careful investigations of fields of study, and that an accredited program is necessary for students seeking employment. The supporters of "free schools" and other counter-university learning centers argue that it is contradictory to the nature of Women's Studies to be in a male dominated institution, that university disciplines are often arbitrarily distinguished, and that accreditation is a way of fitting women into the society that oppresses them instead of encouraging them to create new forms of life.

The difficulty is that programs which have sprung up totally outside of the university structure have no way of guaranteeing continuity, while those which are hidden away in a corner of a large university often lack cohesion and vitality. It is my belief that a compromise between these two extremes is most effective. Namely, close ties with a university which allows for availability of resource personel, library materials, and accreditation should be directed by an active caucus of people dedicated to Women's Studies. This steering committee must maintain control over the aims and practical implementation of the program taking into consideration the special characteristics of Women's Studies as a new subject area.

One of the most obvious of these characteristics is the fact that Women's Studies Programs are necessarily interdisciplinary. Again there are two extreme possible interpretations of "interdisciplinary". It can mean that each and every course offered within the program draws upon material from several disciplines, or it can mean that several courses from different disciplines are joined together under the same set of requirements. The difficulty with the first alternative is that the student never learns a methodology which can allow her the possibility of generating new research in existing fields; while the difficulty with the second is that no integration of material occurs.

I would like to suggest, by way of compromise, that the best structure for a Women's Studies Program involves interdisciplinary courses at the introductory and advanced levels with intermediate study in specific disciplines. In this way the student is introduced to the field at first by being exposed to a wide variety of material, then she pursues specific areas in the field which correspond to her abilities and interests, and finally, she integrates her own perspective back into the field. The function of the interdisciplinary course at the introductory level is to expose the student to the various ways in which central issues in Women's Studies have been approached. Here the integration of the material is, for the most part, the responsibility of the teacher or teachers. An advanced interdisciplinary course, on the contrary, seeks to aid the students to integrate the material she herself has studied while in the program.

The task of integration of material can not be emphasized enough. Frequently interdisciplinary courses fail by creating a sense of confusion in the student. A classic example of this is found in those courses where the teacher acts as a moderator for numerous outside guests, never attempting to build a framework underneath the lectures which orientes the student. Outside speakers and films may, of course, be used very effectively, but only sparingly and at carefully selected points in the course.

Where team teaching occurs, if possible each member of the team should attend every lecture of the other members. Furthermore, an orientation to the subject should be discussed in advance and evaluated throughout the course. It is important to strike a balance between commenting on each others lectures, and outright debate. The former can be very edifying, whereas the latter tends to isolate students from the topic under consideration. Finally, it should be clear ahead of time which specific member of the team is in control of the classroom at each time of meeting. If a cohesive team can be developed, it is a superior educational experience for the student than if one person took the sole responsibility for directing the course. Furthermore, the benefits for those in the team are very great. In addition to the opportunity to learn from one's collegues, the teacher is able to grow and develop through sensitive criticism of her own teaching ability. Therefore, in spite of the expense involved in hiring more than one teacher for the same course, in interdisciplinary courses team teaching should be encouraged.

Content of Women's Studies Programs

"Women's Studies" is a field of study which critically examines areas of thought that directly concern what it is to be a woman. This demands two different but related orientations. The first is historical and includes all those facts about women which have been neglected within traditional university study. It calls for research, reclassifying existing information, discovering unclassified material, and critically analyzing historical information. Some examples of titles fo courses offered in this area are: "Women in Religion," "Women in Classical Antiquity," "Women in History," "Women and the Law", and "Women in Literature".

The second orientation in Women's Studies is directed towards contemporary research. It calls for a careful study of changing sex roles and identities, needs of education, political alternatives, etc. It is not surprising that this area of study is as concerned with the identity of men as of women. Some examples of courses offered, reflecting this orientation are: "Sexual Differentiation," "Economics of Poverty and Discrimination," and "The Sociology of Sex Roles".

A rich program would combine both of these orientations so that the student becomes grounded in her own history as well as directed towards those contemporary issues which particularly affect her as a woman. The underlying assumption of such a program is that woman is conditioned to a great extent by her past, but she is able within this context, to form her own identity. However, personal search for meaning is not the only objective of such a program. It should seek as well to maintain the highest standards of research, scholarship, and the dissemination of knowledge. Finally, it should aim to inspire the student with a desire to change those structures in society which are judged to be detrimental to the full human growth of all persons. In short, a Women's Studies Program should offer the student knowledge, an opportunity for personal growth, and a challenge to effect the direction of society in the future. Or stated in another way, it should address itself to the following three questions: "What is and has been woman's situation?" "Who am I — this woman, here?" "What can I do as a woman to make things better in the world?"

Components of an Introductory Interdisciplinary Course

The methodology which I have labelled 'conceptual history' links together the above three questions by examining concepts or archetypes which have been particularly identified with women in western cultural history. Specifically, woman as evil temptress, woman as virgin goddess, woman as earth mother, woman as passive object, woman as genius, and woman as political activist are delineated as areas of study.

In attempting an archetypal or conceptual analysis it is necessary first to bring into question the existential roots of archetypes and concepts. What are they? How do they function in society, in personal identity, in history? How free are women to change them? To answer these questions, three alternatives are considered: Plato's view that natures are eternal and unchanging, Jung's view that archetypes dwell in the unconscious, and deBeauvoir's view that they are creations of humanity.

woman in western cultural history... evil temptress, virgin, earth mother, passive object, genius, political activist

The specific methodology for examining the particular archetypes follows the same pattern in all six cases. First, the archetype is studied in its most primitive form in western culture, in myths, in works of art, and in religious and philosophical literature. Then it is traced through to its contemporary status, paying specific attention to its unique forms which are often very subtle. As the course develops, attention is given to the way in which the various archetypes overlap and join as well as to the way in which they become polarized. For example, the Virgin goddess and the Earth mother become united in the figure of Mary, Mother of God while the archetypes of Evil temptress and Virgin goddess become polarized in the antagonism between Eve and Mary or the archetypes of Earth mother and Evil temptress in the antagonism between wives and prostitutes, or mistresses.

Furthermore, there is a logic in the particular way in which the archetypes are chronologically situated. The first three (Evil temptress, Virgin goddess, and Earth mother) are more clearly recognized as historical archetypes of women while the last three (Passive object, Genius, and Political Activist) are more contemporary in their recognition. Another way of describing this progression is to say that the course seeks to bring the student to an understanding of the various ways in which women are beginning to transcend their situation through serious historical study, recognition of the temptation towards passive self-definition, and finally towards possibilities of change and transcendence through art and political activity.

Elucidation of a Single Component

To indicate the power of conceptual analysis it is useful to develop the example of woman as earth mother in some detail. The earliest roots of our Western spirit are recorded in myths and works of art. A careful examination of these remnants reveals a continual identification of women with the earth. This identification works in two directions. The earth is described as being like a mother, and mothers are seen as being like the earth. The qualities which they both share are derived from their basic functions of giving birth and nourishing life. The woman and the earth carry the seed, provide the elements necessary for the maturation of the embryo, give forth the fruit of this effort at the right time, and continue to repeat this function until sterility or fallowness set in. The poetic force of the waters of birth, or the vitality of blood, or the richness of milk, and the mystery of the womb pervade early art. It is important to stress the richness that the Earth Mother concept had, the power of the fertility image, the mystery of the connection of women's cycles of menstruation with lunar cycles, and the profound love and fear that all people had for the mother.

In Greek philosophy a change which occurs in the symbolic Earth Mother concept experienced in religion, art and mythology is superceded by philosophical reasoning. Plato forms a link here in that he employs both discursive and poetic thinking in his dialogues. The crucial point is that the life of the mother concept gets lost when it is transformed into an identification with matter. In Greek philosophy all life comes from the form which becomes identified with the male. Matter, after Aristotle, is totally passive. Because conception was understood at this time as involving the mother purely as the empty vessel waiting for the active seed of the father. Aristotle ended by defining femaleness as being that which provides the matter for life. He drew the consequences of this biological hypothesis by stating that even in ethics and politics women were impotent males.

After an introduction to the symbolic and philosophical aspects of the Earth Mother concept, its political dimensions can then be studied. This can take the form of an examination of the controversy surrounding the question of matriarchy vs. patriarchy. Whereas previously the relationship most stressed in this study has been the mother-child relationship, now the mother-father relationship becomes central. How did the family evolve? What were the power structures of the family and its immediate society? What sort of prestige did the mother have?

The most recent controversy on this subject concerns the evidence for and against the theory that there was period in history which could be called matriarchal. Some argue that this kind of a structure did exist, and that it was overthrowm by patriarchy. Bachofen, Engels, and Freud all consider the matriarchal society to have been an inferior kind of structure. On the other hand, there are some recent writers who have attempted to argue that the matriarchal society was superior to present patriarchal structure. Diner, Johnston, Daly, and those who wish to affirm "feminine" values find some historical roots in the belief in a matriarchal period in history. A further dimension of the controversy is introduced by those who claim that matriarchy as such never existed. Levi Strauss and deBeauvoir, taking this approach, claim instead that although some societies were matrilinial in that property passed down through the mother line, they were never matriarchal in that control of the property remained in the hands of men.

Leaving aside the question of how one might determine the truth of these conflicting theories, there is no doubt that present western society is structured patriarchically and has been since its earliest written record. One need only chart the power structure of a familiar institution such as a bank, hospital, office, store, or school to bring this point to life.

In examining carefully the development of patriarchy one is faced with an interesting change in the evolution of the earth mother concept — the emergence of the housewife. Instead of the woman being joined to the earth as mother, she becomes married to the house as wife. The house is a static piece of material when compared to the nourishing earth. One could say that the philosophical concept "matter" is more appropriate to house than to earth. To trace the beginnings of the change form rural to urban life, of the loss of a direct relation to the land, and of the introduction of the wide-spread sale of labor power one should study Marx. When the earth is taken away and money introduced the function of the mother becomes one of consumer. With the rise of the middle class and the ever present problem of women needing to find someone who will support them the links emerge between motherhood, private property, the need to be attractive to men, romantic love, consumerism, and alienation. The Earth Mother recedes into the background except for two caricatures: the fat women with heavy breasts and the woman who produces several children. The housewife becomes the dominating image of woman.

Friedan carefully records the struggle for identity which women try to achieve through consumerism, having more children, or through avoidance. One can look at these mistaken alternatives in terms of the historical analysis already given. The first, or consumerism, is a consequence of the creative need of women being thwarted in society at large and therefore passing into creation of a new house or new self-image by buying. The Earth Mother must give birth to something new. It helps to point out how much the advertisers and capitalists contribute to this pattern of consumerism by playing on women's insecurities. The second attempted way to achieve an identity is to find it through having many children, through nursing them, through making their clothes by hand, etc. In short it demands a return to the primitive Earth Mother concept. Margaret Mead supported this solution to the housewife's malaise. The fact that it did not work is now widely accepted. The third attempt, avoidance through alcoholism, madness, a tedious life of social rounds, extramarital sex, prostitution, was no solution either and much is being written in contemporary women's liberation literature about this.

Two contemporary attempts to analyze the earth mother present interesting differences. The first of Firestone argues that women will not be liberated until they are free of childbearing. She looks forward to the day when test-tube babies will be commonplace. One can see here the historical archetype of the earth mother completely rejected in favor of technology and a concept of woman that in no significant way differs from that of man. Buried with the earth mother is also the housewife.

The second recent approach of James concerns the central function of women in revolutionary struggle. Instead of seeing her, as traditional marxists have, as being outside the struggle because of her position as unpaid laborer of premarketable goods, James redefines her place as central to the revolution as provider of labor power. She sees all women as essentially houseworkers and demand that they be paid for this work by the state. She derides the false dichotomy exposed by the question: "Are you a housewife or do you work?" All women are houseworkers first, and some work outside the house as well. The bond of houseworker unites all women irrespective of class, and it has the potential for revolutionary redistribution of wealth if pushed to its logical consequence. She provides labor power for the state. Consequently it is the duty of the state to pay for her contribution. The woman gains new respect because of her central function in society and this respect is recognized by the means our society uses to value its members — by paying a salary. In a most interesting way James' houseworker has achieved the vitality and significance of the Earth Mother in more primitive cultures. In so doing, she has not followed the road suggested by Margaret Mead, the road to imitation of primitive tribal role patterns. She has attempted to integrate the political needs of contemporary society with the active participation of women.

The Interdisciplinary Structure of the Various Components

From the above example of the study of the Earth Mother using a methodology of historical analysis, it should be clear that an interdisciplinary approach is necessary. It might be possible to study Engels in a Political Science course, the identity crises of housewives in a Psychology course, the history of matriarchy in an Anthropology course, the changing structure of the family in a Sociology course, and Plato's Theory of Forms in a Philosophy course. But there would be no way for the student to integrate these various studies. In the first place, in most university courses the situation of women is still neglected and, in the second place, most students do not have the training or the time to make these extensive studies and syntheses on their own.

A brief look at the major subject areas falling under all the archetypes will further stress this point.

Woman as Evil Temptress	
Eve	(religion)
Pandora	(classics)
Witches	(history)
Prostitution	(political science)
the femme fatale	(literature)
Woman as Virgin Goddess	
Mary, Mother of God	(religion)
Athena	(classics)
Chastity	(psychology, religion)
Iconography	(fine arts)
Rape Victims	(political science)
Courtly love	(literature)
double standard sexual morality	(sociology)
Woman as Earth Mother	
fertility symbol	(arts, classics)
matter & form	(philosophy)
matriarchy vs. patriarchy	(anthropology, political science)
transition to housewife	(political science, history, sociology)
Woman as Passive Object	
matter	(philosophy)
obedience	(religion, philosophy)
sexual passivity	(psychology)
genetical & anatomical passivity	(biology)
socialized passivity	(psychology, sociology) education)
the imminent other	(philosophy)
Woman as Genius	
muse	(literature, religion)
intuition	(philosophy)
the history of women's education	(history, education)
the history of women's art	(fine arts, sociology, literature, film)
Woman as Political Activist	
woman as a political leader of men	(history)
women organizing themselves historical examples	(history, classics, anthropology)
suffragists	(history)
three wings of contemporary women's movement	(political science,
moderates	economics)
radical feminists	sociology, psychology
marxist feminists	literature, film)

It is evident that the above classifications, while extremely vague, none the less indicate the complexity of the subject matter. Women's Studies must draw from all disciplines, and it must organize its material in such a way that the subject matter "woman" is absolutely central to the study. Even further, woman must be critically evaluated from a specific reference point. The use of archetypes or concepts is one way of orientation. There are, no doubt, others equally interesting. As Women's Studies develop other methodologies will emerge.

The particular methodology called "conceptual analysis" has been used successfully for five years in the introductory course in Women's Studies at Concordia. It was developed by two professors, working continuously as a team. It is not surprising that the two fields of training were literature and philosophy. Both of these fields tend to draw upon a wide base of material, seeking to integrate and synthesize images, ideas and theories. Professors from other fields, however, have a great deal to offer from the particular perspective of their own disciplines and at Concordia new sections of the introductory course are being offered by women trained in psychology, religion, and sociology. It is expected that while the same concepts or archetypes will provide continuity of structure, the particular works chosen to exemplify the archetypes will relate specifically to the resources of the teacher. Plans are also underway for a text which may be of some use to those teaching Women's Studies elsewhere in North America.

It should also be emphasized that the particular course described above is **introductory.** This means that it introduces the student to a new area of study. It raises questions. For example, if a student becomes interested in the matriarchy-patriarchy controversy she should be encouraged to take a course in anthropology, if in economic aspects of women's work then to pursue courses in economics or political science, if in genetic aspects of sex identity then to turn to biology, and so on. Therefore, while it takes a great deal of experience to teach an introductory course well, it is essential to recognise and admit one's limitations so that the student is excited to go on further to get the answers the teacher at the introductory level might not be able to provide. It goes without saying that the more faculty members who can work together as an interdisciplinary team, the better resources there will be available to the student.

The whole question of what constitutes a viable interdisciplinary **program** in women's studies must still be faced. It may very well be that the thesis of this paper, that the program involve interdisciplinary work at the introductory and advanced levels with intermediate work in particular disciplines will prove to be extremely traditional when students who have been exposed to innovative methodology from the beginning of their studies begin creating beyond what they have been taught. It is a pioneering time for Women's Studies, and one which offers a great opportunity for those who are able to teach and do research in this new field of study.

* All central ideas in this paper are worked out in cooperation with Greta Nemiroff, Director Designate of Dawson New School.

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APPENDIX * *

I. Selected list of authors and titles mentioned in the paper in order of appearance, with specific reference to the Earth Mother archetype.

Plato, **The Republic, The Symposium;** Karl Jung, **Man and His Symbols, Psyche and Symbol;** Simone de Beauvoir, **The Second Sex;** Aristotle, **Re Anima, Metaphysics, Ethics, Politics;** Engels, **On The Origin of the Family and Private Property;** Freud, **General Psychological Theory, New Introductory Lectures on Psychoanalysis;** Helen Diner, **Mothers and Amazons;** Jill Johnston; **Lesbian Mothers;** Mary Daly, **Beyond God the Father;** Karl Marx, **Early Manuscripts;** Betty Friedan, **The Feminine Mystique;** Margaret Mead, **Male and Female;** Shulamith Firestone, **The Dialectic of Sex;** Selma James, **On the Power of Women and The Subversion of the Community;** Bachofen is summarized in Engels (see above); Levi Strauss is summarized in de Beauvoir (see above).

II. Examples of related resources for the earth mother archtype.

A. Short Stories

Anton Chekov, **The Darling;** Katherine Mansfield, **Bliss;** Joyce Carol Oates, **Accomplished Desires;** Katherine Anne Porter, **The Old Order;** Tillie Olsen, **Tell me a Riddle.**

B. Novels

Jane Austin, **Pride and Prejudice;** Margaret Laurence, **The Stone Angel.**

C. Poetry by

Sylvia Plath, **The Disquieting Muse;** Anne Sexton, **The Farmers Wife, Her Kind, The Double Image;** Denise Levertov, **The Ache of Marriage;** Bev Jonson, **To Fine Lady Would-Be;** George Barker, **To my Mother;** Irving Layton, **Keine Lazanovitch.**

D. Other Historical References

Zrich Newmann, **The Great Mother;** Robert Graves, **The White Goddess;** Mary Beard, **Woman as Force in History;** O'faolin, **Not in Gods Image; Mrs. Beatens Book of Household Management.**

folk songs
children's stories.

**For more complete bibliographical information contact the author.

Male — Female Median Salaries in Canadian Universities

1971-72 and 1974-75

Figures derived from Salary Analysis System, Statistics Canada; the request was made July 2nd 1975. Following are the selected criteria.

Years: 1971-72
1974-75 except for Quebec whose latest data are for 1973-74

Appointment category: non-medical/dental only

Sex: male only
female only

Principle subject taught: all fields combined
NOTE: We also looked into Humanities and Social Sciences apart but did not find remarkable differences from "all fields combined".

Ranks: Individual ranks: we reproduce assistant, associate and full professor with a Ph. D.

Administrative Functions: all staff, including those with senior administrative duties.

Institutions:
- Atlantic provinces: 10 universities (Mount Allison not included; figures for 1974-75 were not available)
- Quebec: 10 institutions
- Ontario: 21 universities and colleges
- Western provinces: 12 universities.

To the figures provided by Statistics Canada, we add the result of our own analysis: the percentage increase in median salary from 1971-72 to 1974-75 for males and females.

		ASSISTANT PROFESSOR					ASSOCIATE PROFESSOR					FULL PROFESSOR				
		1971-72		1974-75			1971-72		1974-75			1971-72		1974-75		
		No.	Median	No.	Median	Increase	No.	Median	No.	Median	Increase	No.	Median	No.	Median	Increase
Atlantic	Male	381	12,775	393	15,000	17.4%	285	16,025	393	19,000	18.6%	213	20,600	297	24,775	19.1%
	Female	39	12,500	60	14,450 (1973-74)	15.6%	18	15,650	39	17,750 (1973-74)	13.4%	9	18,500	15	23,175 (1973-74)	25.3%
Quebec	Male	672	12,850	684	14,050	9.3%	681	15,850	933	17,700	11.7%	507	20,900	609	23,250	11.2%
	Female	93	12,500	84	13,650	9.2%	60	15,300	99	17,450	14%	15	20,050	21	23,150	15.5%
Ontario	Male	1560	13,800	1380	16,200	17.4%	1623	17,200	2247	20,150	17.1%	1389	23,600	1890	27,900	18.2%
	Female	180	13,000	210	15,600	20%	123	16,200	207	19,325	19.3%	45	21,650	63	25,750	18.9%
Western	Male	1053	13,400	975	16,550	23.5%	1221	16,600	1668	20,350	22.6%	888	23,050	1281	27,800	20.6%
	Female	120	13,050	138	16,050	23%	96	16,650	138	19,700	18.3%	36	21,250	63	26,325	23.9%

Women in Ontario Universities

Norma V. Bowen

The United Nations has proclaimed 1975 International Women's Year (IWY). During this year efforts are being made everywhere to improve the status of women, particularly by educating the general public to an awareness of women's changing role in today's society. It remains essentially true that the universities are a male preserve, women being underrepresented in most academic areas. The university tends to mirror basic social assumptions about women, and indeed it can be argued that they frequently operate, unconsciously, to negate women's contributions to learning. Even while the drive for equality is carrying more women into university, their 'drop-out' rate is higher than for men. Hence, relative to enrolment, fewer women than men complete first degrees, let alone proceed to post-graduate or professional training.

Education and Counselling

The university is set apart from all other educational institutions by its commitment to freedom of intellectual inquiry. However, in their commitment to training of the young, the examination and transmission of values, and the search for knowledge, the universities have left unchallenged society's views of women. Very little about women is learned in the lecture hall; much relevant information has been omitted from the curriculum. This neglect of woman's role is indefensible in today's world.

One means of redressing the imbalance is the establishment of a program of women's studies. To be sure, such a scheme is often viewed with suspicion and hostility, some arguing that women's studies tend to further segregate women, confining them in an educational ghetto. Clearly, women's studies are not the solution to all the problems that exist and therefore should not be regarded as a substitute for other action. Nevertheless, a well constructed course in women's studies is as legitimate as one in Canadian or Asian studies, and could be a useful component of the regular curriculum.

Similarly, the university has a responsibility to ensure that its female students have access to appropriate counselling which does not deter them from achieving. Consciously or unconsciously, female students are given counselling which reinforces the stereotyped view of women.

Recruitment and Hiring

The mean percentages of full-time female to male faculty in the Ontario universities for the last four years are as follows: 11.3-88.7; 11.7-88.3; 11.6-88.4; 11.6-88.4. It is clear from this data that we cannot of late take pride in an increasing proportion of full-time female faculty. Obviously, under present circumstances, few students will come into contact with a female professor, let alone with groups of women academics working together. Women students, in particular, are thus deprived of important role models.

It must be acknowledged that the number of potential women academics is at present small. In applications for posts in the disciplines in which female professors are now to be found, the ratio of women to men is approximately 5 to 200. In many fields, virtually no qualified women are available. Obviously, urging the universities to hire more women will not redress the imbalance unless we have previously encouraged more female students to embark upon and excel in graduate training in the male-dominated fields of study.

Policies against nepotism almost always prevent the employment of female rather than male members of academic couples, even where the woman's qualifications are superior. There is no reason why a university should follow a policy, explicit or implicit, that puts women at an occupational disadvantage, especially as the institution is bound in consequence to deprive itself of some of the best available resources.

Salaries and Conditions of Employment

While salary differentials between women and men do not always reflect discrimination, the universities must demonstrate equity by undertaking salary reviews. Anomalies must be corrected and there should thereafter be an annual review of all salaries to adjust for anomalies arising from subsequent starting salaries and merit increases. Similarly, pensions and fringe benefits must be made equal for both sexes.

Tenure, Promotion and Administrative Posts

Female faculty members in Ontario universities are clustered in the lower academic ranks; the higher up the professorial ladder, the fewer the women to be found. The career model for most male faculty is approximately eight years of uninterrupted study after the age of 18, followed by further uninterrupted teaching and research. Their female counterparts who marry and have children, often face career disruption prior to final degree or before they have become established and gained tenure. Women who acquire administrative authority have faced even greater obstacles and find themselves isolated and without female support.

In 1975 universities should make a conscious effort to examine their attitudes and practices towards women. Though attitudes by their very nature are resistant to change, practices should not be. Indeed, attitudes are almost bound to alter when practices are fundamentally changed.

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CAUT Guidelines on Maternity Leave

That universities be urged to provide maternity leave in the case of natural birth or adoption for female faculty members, both maried and single, for a maximum of three months at full pay, provided that the three month period include the date of delivery, and for a maximum of three additional months on sickness or disability pay or leave of absence. Maternity leave should be taken at the discretion of the faculty member concerned since individual needs differ (unless provincial legislation decrees otherwise).[1] As the faculty member is not unemployed during the period of maternity leave, it is inappropriate to expect unemployment insurance benefits to provide support. Furthermore the university should maintain its contributions to pension and insurance plans unless the faculty member requests otherwise. This obligation on the part of the university presupposes that the faculty member will continue her contributions.

1. Ontario legislation, for example, states that the staff member "may not be caused or permitted to return to work within six weeks after delivery unless, in the written opinion of a legally qualified medical practitioner, a shorter period is sufficent."

Énoncé de principes de l'ACPU sur congés de maternité

"Que les universités soient exhortées à accorder aux femmes professeurs, mariées ou célibataires, dans le cas de naissance naturelle ou d'adoption, des congés de maternité d'une durée maximale de trois mois à salaire complet, et à leur permettre de s'absenter pendant trois autres mois en vertu des régimes de congés de maladie ou d'invalidité ou de vacances. Les congés de maternité devraient être pris à la discrétion du professeur en cause (à moins que les lois provinciales ne s'y opposent)[1]. Étant donné que le professeur n'est pas en chômage pendant le congé de maternité, il serait mal venu de compter sur l'assurance-chômage pour lui assurer sa subsistance. De plus, l'université devrait continuer à verser ses contributions aux régimes de pension et d'assurance, à moins que le professeur ne fasse une demande contraire. Cette obligation de l'université présuppose que le professeur continuera de son côté à verser ses contributions."

1. La loi ontarienne, par exemple, déclare que l'employé "ne peut pas être amené ou autorisé à retourner au travail dans les six semaines suivant l'accouchement à moins que, d'après le témoignage écrit d'un médecin dûment autorisé à exercer, une période plus brève ne soit suffisante."

Policy Statement on Equal Opportunity for Women Faculty Members

"The Canadian Association of University Teachers is of the opinion that, in accordance with the principle of equal pay for work of equal value, there should be no discrimination based upon sex among faculty members, with regard to pay, status or work-load. Women who are appointed to the teaching staff of a Canadian university are expected to have the same opportunities as similarly qualified men."
Council Resolution, June 1961.

On 7 September 1961 the Executive Secretary sent this resolution to the presidents of thirty-five universities and colleges. By 1 November 1961 twenty-five of the thirty-five presidents had replied. One simply acknowledged the letter, one wrote that he was going to discuss the matter with his governing board and twenty-three endorsed the policy of ensuring equal opportunity to women members of faculty. The twenty-three institutions are:

Victoria University, B.C.
University of British Columbia
University of Alberta
University of Saskatchewan
Brandon University
St. John's College
University of Manitoba
Lakehead College of Arts, Science and Technology, (now Lakehead University),
Laurentian University
Ontario Veterinary College (now University of Guelph)
McMaster University
University of Toronto
Queen's University
Carleton University
McGill University
Université de Montréal
Sir George Williams University
Bishop's University
Université Laval
University of New Brunswick
Mount Allison University
Dalhousie University
Memorial University

Énoncé de principes sur l'égalité de la femme professeur

"L'Association canadienne des professeurs d'université estime, qu'en accord avec le principe du salaire égal pour travail égal, il ne devrait y avoir, dans le corps professoral, aucune discrimination quant au sexe, en ce qui concerne le salaire, le statut et les tâches. Toute femme qui fait partie du corps professoral d'une université canadienne devrait avoir les mêmes avantages qu'un homme ayant la même compétence."
Résolution du Conseil, juin 1961.

Cette résolution a été envoyée le 7 septembre 1961 par le secrétaire général aux recteurs et présidents de 35 universités et collèges. Au 1er novembre 1961, 25 d'entre eux avaient répondu. L'un d'eux accusait tout simplement réception, un autre signalait qu'il allait en discuter avec le conseil des gouverneurs et les 23 autres endossaient cette politique assurant l'égalité de la femme professeur dans les emplois universitaires. Ces 23 institutions sont:

Victoria University, (C.-B.)
University of British Columbia
University of Alberta
University of Saskatchewan
Brandon University
St. John's College
University of Manitoba
Lakehead College of Arts, Science and Technology (maintenant Lakehead University)
Université Laurentienne
Ontario Veterinary College (maintenant University of Guelph)
McMaster University
University of Toronto
Queen's University
Carleton University
Université de Montréal
McGill University
Sir George Williams University
Bishop's University
Université Laval
University of New Brunswick
Mount Allison University
Dalhousie University
Memorial University

Guidelines Concerning the Refusal of Academic Appointment on the Basis of Family Relationship Rather Than Merit

1. Traditionally many Canadian universities have possessed regulations, contracts or unwritten conventions which bar the hiring as faculty of one member of a family if another has employment with the university. Most frequently the effect has been to bar the hiring of the children of faculty members or the hiring of a wife if the husband is a member of the faculty or holds an administrative or academic post involving authority over the position that could be offered to his wife.
2. The C.A.U.T. is opposed to such regulations and conventions and recommends that those in existence be abolished.
3. The C.A.U.T. believes that faculty and administrative appointments in the university should be open to all on the basis of merit (see *C.A.U.T. Handbook*, p. 78).
4. a) The C.A.U.T. recognizes that the university must guard its reputation for honesty and must ensure against favouritism in the hiring and promotion process. However, favouritism can exist in a variety of forms; viz., the choosing of friends, graduates of the same university, business associates, or political allies on the basis of the connection involved rather than on merit. Regulations or conventions forbidding employment on the basis of family relationship deal with none of those problems.
   b) The C.A.U.T. considers that the possibility of favouritism in relation to contracts is best met by open and constitutional appointment and review mechanisms. Regulations or conventions forbidding employment on the basis of family relationship stem from an era when departmental heads or deans made appointments or promotions unilaterally without serious review by anyone else. However, most Canadian universities now elect departmental appointment and tenure committees as well as faculty or university-wide review bodies. Where these do not exist, they should be established. Such committees are charged with the task of reviewing applications and candidacies on the basis of merit; their structure militates against the type of practice which contracts or conventions forbidding employment on the basis of family connection are meant in their very limited way to prevent.
   c) Faculty members should realize that the adoption of this policy by a university would mean that each member of a family would be engaged by the univer-

sity on their individual merits and the university need not entertain arguments that the retention of one member implies the retention of the other.

d) The university senate or senior academic body should require that, whenever a department wishes to hire a member of the family of one of the existing faculty of the department or of the senior administration, there should be an automatic review by a university body appointed by the senate or the senior academic body with the power to secure evidence and to recommend acceptance or refusal.

e) If an administrator or faculty member is involved in any committee or similar body charged with reviewing contracts and if a candidate for appointment, promotion, renewal or tenure comes before that committee who is related to the administrator or faculty member, then the administrator or faculty member should withdraw from any discussion or voting in relation to the candidate.

5. It should be noted that the C.A.U.T. has had since 1961 a policy statement on equal opportunity for women faculty members which states: "The Canadian Association of University Teachers is of the opinion that, in accordance with the principle of equal pay for work of equal value, there should be no discrimination based upon sex among faculty members, with regard to pay, status or workload. Women who are appointed to the teaching staff of a Canadian university are expected to have the same opportunities as similarly qualified men." It is sometimes argued that it is unnecessary or even unjust to pay full salary to a husband and a wife who are both teaching in the same university and that the adoption of a guideline such as this might encourage a decrease in the number of women academics since some universities now pay wives less than they would pay another faculty member with the same qualifications and would not care to meet the increased salary demand. The implicit assumption of this argument, however, is that the wife concerned is not, in fact, of equal value to the university. If this is true in a particular case, the university should not have hired her in the first place. If it is not ture, the university should pay equally for equal work and responsibility. A second assumption of such university practices is that the husband is necessarily to be preferred to the wife in terms of employment contracts. C.A.U.T. can find no justification for such a position. Furthermore, some universities evade their own regulations or conventions forbidding appointment on the basis of family relationship by offering faculty wives much the same academic tasks as in a full-time job but in the form of low-paid part-time work, thereby ensuring as a consequence of such clauses a pool of cheap but highly qualified labour. The C.A.U.T. regards such practices as indefensible.

Council Resolution, May 1973.

Directives concernant le refus d'engager un professeur pour des motifs de parenté plutôt que de mérite

1. Selon une tradition bien établie, maintes universités canadiennes ont des règlements, contrats ou conventions tacites qui s'opposent à l'engagement d'un professeur lorsqu'un membre de sa famille est déjà au service de la même université. Le plus souvent, ces dispositions ont pour effet d'empêcher l'engagement des enfants d'un professeur, ou d'une femme dont le mari est professeur ou détient un poste administratif qui le mettrait en situation d'autorité vis-à-vis d'elle.
2. L'A.C.P.U. s'oppose à de tels règlements et conventions et en recommande l'abolition.
3. L'A.C.P.U. est d'avis que les postes de professeur ou d'administrateur devraient être accessibles à tous, en fonction du mérite (voir le *Guide de l'A.C.P.U.* p. 80).
4. a) L'A.C.P.U. reconnaît que l'université doit sauvegarder sa réputation d'intégrité, et se prémunir contre le favoritisme en matière d'engagement et d'avancement. Toutefois, le favoritisme peut emprunter différentes formes: au lieu de s'attacher au mérite des candidats, on peut choisir par exemple des amis personnels, des anciens de l'alma mater, des associés en affaires, des alliés politiques. Or, les mesures interdisant l'emploi de parents ne touchent à aucun de ces problèmes.

b) Selon l'A.C.P.U. le meilleur moyen d'empêcher le favoritisme dans l'octroi des contrats consiste à établir des méthodes constitutionnelles en matière de nominations et d'avancement, et à les appliquer ouvertement. Les règles ou conventions interdisant d'employer certaines personnes à cause de leurs liens de parenté, remontent à une époque où les directeurs de département ou les doyens décidaient eux-mêmes des nominations et des promotions, sans que personne ne revoie sérieusement les dossiers. Or, aujourd'hui, dans la plupart des universités canadiennes, on élit des comités départementaux pour les nominations et l'attribution de la permanence, ainsi que des comités de révision au niveau des facultés ou de l'université. Là où ces pratiques n'existent pas encore, elles devraient être implantées. Ces comités ont pour fonction d'apprécier toutes les canditatures selon le mérite. Leur structure constitue un obstacle aux procédés que l'on tente de combattre, dans une mesure très restreinte, par des contrats ou conventions interdisant l'engagement pour des motifs de parenté.

c) Les professeurs devraient comprendre qu'en vertu d'une telle politique, tout membre d'une même famille serait engagé par l'université en fonction de ses qualités propres, et que l'engagement d'une personne n'entraîne pas nécessairement celui de son parent.

d) Le sénat ou une autre autorité supérieure compétente de l'université devrait exiger que, lorsqu'un département veut engager une personne apparentée à un professeur déjà en poste ou à un cadre administratif supérieur, ou ayant des relations d'affaires ou politiques importantes avec un membre du département ou de la haute administration, le cas soit examiné d'office par un organisme constitué par le sénat ou une autre autorité supérieure, qui aurait le pouvoir d'enquêter et de préconiser l'acceptation ou le refus de la candidature.

e) Si un administrateur ou un membre du corps professoral fait partie d'un comité ou d'un organisme similaire qui a pour fonctions d'examiner les candidatures et de décider l'engagement, la promotion, le réengagement et la permanence, cet administrateur ou ce professeur devrait s'en éloigner dès qu'une discussion ou qu'un vote concerne un de ses parents.

5. Il est à noter que l'A.C.P.U. dispose depuis 1961, d'un énoncé de principes sur l'égalité de la femme professeur, qui déclare: "L'Association canadienne des professeurs d'université estime qu'en accord avec le principe du salaire égal pour un travail égal, il ne devrait y avoir, dans le corps professoral, aucune distinction entre sexes en ce qui concerne le salaire, le statut et les tâches. Toute femme qui fait partie du corps professoral d'une université canadienne devrait avoir les mêmes avantages qu'un homme ayant la même compétence." On prétend parfois qu'il n'est pas nécessaire et qu'il est même injuste de payer plein salaire à un mari et à sa femme qui enseignent tous deux dans la même université, et que l'adoption d'un énoncé de principes comme celui-ci risque d'entraîner une diminution du nombre de femmes professeurs, puisque certaines universités paient moins cher les épouses qu'elles ne paieraient un autre professeur de compétence égale, et ne voudraient pas accorder les augmentations nécessaires pour redresser la situation. Cet argument présuppose que les services de l'épouse ne sont pas d'égale valeur pour l'université. S'il arrive que ce soit le cas, l'université, au départ, n'aurait pas dû l'embaucher. Si ce n'est pas le cas, l'université devrait payer salaire égal pour un travail et des responsabilités égales. La position des universités en cause revient à dire, par ailleurs, que l'on doit nécessairement préférer le mari à l'épouse lorsqu'il s'agit de conditions d'emploi. L'A.C.P.U. ne voit rien qui puisse justifier cette position. Certaines universités vont jusqu'à contourner leurs propres règlements ou conventions en engageant, à temps partiel, des épouses de professeurs pour faire à peu près le même travail qu'un professeur à plein temps, s'assurant ainsi au rabais une réserve d'employés hautement spécialisés. Aux yeux de l'A.C.P.U., de tels procédés sont indéfendables.

Résolution du Conseil, mai 1973

Lakehead University

FACULTY OF EDUCATION

Academic Appointment In Educational Psychology

A regular appointment will be made in Educational Psychology effective July 1, 1975.

The Appointment will be at the rank of Assistant or Associate Professor, salary depending on rank and experience.

Preference will be given to applicants holding a doctorate in Educational Psychology with specialization in Counselling and Guidance. Specialization in Special Education would be an additional asset. A background of elementary and/or secondary school teaching experience is required.

Duties would include instruction of undergraduate students in Educational Psychology and Counselling and Guidance; supervision of student teaching; and depending on qualifications, teaching in the extension and graduate programs. Research productivity is expected.

Applications including curriculum vitae and names of referees (3 minimum) should be sent to:

Mr. Donald E. Ayre
Secretary
Lakehead University
Thunder Bay
Ontario P7B 5E1

THE UNIVERSITY OF WESTERN ONTARIO

LONDON ONTARIO

DEAN OF FACULTY OF EDUCATION

Applications are invited for the position of Dean of the Faculty of Education. The Faculty, comprised of 104 members in 16 departments, has a current enrolment of 1000 pre-service students and 120 graduate students.

Duties will commence on July 1, 1976. Salary is subject to negotiation according to credentials and experience. The closing date for receipt of applications is October 1, 1975.

Inquiries, curriculum vitae and references should be directed to the Vice-President (Academic) and Provost, The University of Western Ontario, London, Ontario N6A 5B8.

Woman's Place in Contemporary University

Jill Conway

If genuinely equal treatment of the sexes were an educational goal, then it should also involve changes in the content of the curriculum, what is taught, and the varieties of human experience examined. It might also affect the very creation of knowledge because a new group with new social perspectives would be recruited into the research activities of the universities which are today the major creators of knowledge. Up to the present, however, attention has been focused on the access of women to institutions of higher education, with little or no thought given to the relationship of women students to the curriculum, women scholars to research activity, or women graduates to the occupational structure of society.

Since 1969 in the United States, Great Britain, Canada, Australia, and New Zealand, the mushroom growth of women's studies courses and programs, directed with varying degrees of academic rigor toward the examination of selected aspects of women's experience, has given clear evidence that women students do not find their intellectual needs fulfilled by the conventional curriculum.

The proponents of special women's studies programs, argue that women students need to share in the experience of other women and to develop educationally in relation to a female peer group. They argue that women are more likely to develop intellectually and master some field in the humanities or the social sciences if they approach it through a curriculum directed toward the analysis of the experience of their own sex-group. In the area of the natural sciences, proponents of special programs for women argue that women students are currently so poorly prepared for work in the mathematical and natural sciences at college level that they are best able to develop these intellectual skills while learning in a female peer group. Advocates of special programs for women are able to cite positive evidence for their views in the data for the United States which show that twice as many women achievers per thousand women enrolled are produced by women's colleges as are produced by coeducation institutions. Once this sort of evidence is carefully scrutinized, it suggests that in the area of motivation, levels of aspiration, and the achievement of identity as an intellectual worker there may be many negative aspects of admission to predominantly male-oriented institutions of higher education for women students.

Complex Problem

The problem is complex for women seeking a place at the center rather than at the margins of the academic institutions which create and transmit the learned culture of the West. On the one hand, to be in command of that culture women must master skills in mathematics and the hard sciences which have traditionally been defined as unfeminine and neglected in the education of females. On the other hand, if these skills in abstract reasoning are to be applied in a manner which draws on the inner springs of creativity, they must be acquired in a way which is no threat to the female identity. This can be achieved by an educational experience which is critical of the many of the assumptions of a male-controlled culture and which takes the female as the norm rather than the deviant exception to the life of the mind. One precondition for such a view of the intellectual life is a sense of solidarity with female colleagues. Otherwise the weight of a lengthy cultural tradition which denigrates female intellect will take its toll, epigrams like Dr. Johnson's on women preachers will sink deep, and the woman student will be perpetually nervous and self-conscious about her own intellectual performance.

Even should such female sociability be carefully institutionalized within the educational community (as it once was for educated males), there is no basis in Western society for political organization along sex lines alone so that the Western woman, if she wants to influence the way her culture is defined and transmitted, must attempt to do so from within the centers of existing prestigious institutions. This strategy could be modified by the creation of parallel female institutions, but it can be argued that the resources required to support major centers of learning and research are now so vast that they cannot be mobilized by private effort. Furthermore, women's colleges and universities could hardly hope to undermine the traditional patterns of Western culture unless the direction of the institution was such that the role assigned to women scholars was responsible, dignified, and unequivocal.

could women share in the creation of knowledge on equal terms with men?

Historical Forces

In order to understand why there should be any need to establish the authenticity of the woman scholar, it is necessary to examine the historical forces which have shaped the roles assigned educated women. These forces have ensured that the educated woman has with few exceptions been trained to view her education as fitting her for marriage or for some service role which involves her in applying knowledge defined by male scholars.

The first goal of educating women was the utilitarian one of securing a pool of trained teachers to staff the school system at a minimum of cost.

Contemporary views of the female psyche fitted nicely with utilitarian assumptions. The nurturing instincts were thought to be dominant in the human female, while the acquisitive instincts derived from hunting were purely male. Thus, it was perfectly feasible to educate women for service activities like teaching, for which they were paid a bare subsistence wage, without opening up the threat that educated women would become real competitors with males in the employment market. It was believed that the intellectual powers of the female could be fulfilled only through applying knowledge in the service of others, and therefore it was possible to educate women without ever considering their intellectual skills on the same level as those of males. The logic of these views of the female psyche prevailed during the development of graduate education for women so that advanced degrees for them become training in the application of knowledge to one of the service professions such as nursing, librarianship, social work, or home economics. All such activities, even the tending of books, could be made natural extensions of female nurturing activities, presumed to have their own psychic gratifications and rewarded at a level which enabled an efficient democracy to develop the basic cultural and welfare institutions at a minimum cost to the taxpayer.

A central question arose: could women share in the creation of knowledge on equal terms with men, or was the role of the educated woman merely its application in service occupations or its simplification for transmission to the young?

Nowhere was this central issue more vividly illustrated than in the careers of women who were early graduates in the sciences. This was an area in which it was difficult to contrive easy applications of knowledge which did not encroach on such male activities as engineering. The early women graduates were able to avoid the speculative challenge of the laboratory as well as the threat of poaching on male preserves in employment by branching out into household science and food chemistry. These fields quickly developed a status similar to the service professions. They became areas of study with a low research content requiring minimal levels of institutional support and thus easily accommodated within established academic settings without noticeable impact on the traditional male disciplines. Even the most energizing education at the undergraduate level could not counteract the intellectual limitations of such sex-stereotyped graduate careers. Indeed the development of graduate programs confined to the study of domestic processes and the preparation of food completed the process of adjustment by which women were admitted to institutions of higher learning. They entered college on supposedly equal terms with males, but their intellectual goals and career aspirations remained separate and unequal.

This accommodation to the potential for change inherent in the admission of women to institutions of higher learning resulted in the long run in a declining position for women scholars within the university. This decline set in after what appeared to be the initial success of women graduates of the first generation admitted to higher education.

Over the three generations during which there have been qualified women graduates available for academic posts, the high point of female representation on university faculties was reached in the 1870s and '80s. After that date, there was a relative decline in the number of women faculty members, and this trend began to accelerate markedly after 1950. The clear preference for male scholars which this trend exemplified was and continues to be their supposedly greater potential for research. Thus it is clear that a century of experience with coeducation has not so far resulted in a situation which offers the same opportunity to women to influence the way their culture is defined and transmitted as is available to men. Yet without such equality of opportunity, women's education must remain a derivative process which offers neither the insight which comes from confrontation with one's own experience nor the drive to master and advance a field of knowledge which is the true mark of the scholarly imagination.

Given the scarcity of resources available for the support of education and research, it is clear that with one or two exceptions it is not possible to develop parallel women's institutions which will offer levels of support for research activity comparable to those available in male-controlled institutions. Instead women must find their way into positions of influence within existing institutions and attempt to redirect the allocation of their resources toward the needs of women scholars and women students. The quickest route to such positions of influence will certainly be found through the recruitment of faculty. A significant propor-

tion of women on the faculty of coeducational institutions would eventually sensitize them to the dimension of coeducation as an experience for women students which lies beyond the simple question of access.

Affirmative Action

There are serious dangers in the current approach to the problem of recruiting women faculty being adopted in the United States. The attempts to use federal legislation to force affirmative action programs on the institutions with regard to the employment of women faculty can be easily circumvented by large institutions where a few low-status programs staffed almost exclusively by women can be created to achieve an apparently respectable percentage of women faculty. Moreover, forced compliance under affirmative action programs does little to change attitudes. Senior faculty and administrators tend under these circumstances to view women scholars as problems to be ignored or neutralized as much as possible, instead of seeing them as part of the solution and as potential leaders in reshaping institutions which have too long responded only to the needs of male students. Certainly until the day when women faculty and women trustees are a majority on university decision-making bodies, forced hiring of women faculty cannot alone achieve the reallocation of resources required. Some cooperative strategy is essential — one which attempts to transform male definitions of scholarly roles while at the same time sensitizing institutions to the needs of their women students.

There are also serious hazards with regard to women's intellectual training and their employment opportunities in the development of special women's studies programs as opposed to the development of a curriculum within the established disciplines which is more responsive to women's needs. The major hazard of the special women's studies program is that it trains women with low academic status and low employment potential, rather than women with impeccable professional credentials who can command acceptance within conventional disciplines. This is a danger which must be avoided if women are not to be relegated to areas of marginal scholarly importance within the university. Of equal importance is the undeveloped state of the discipline so far as the study of women is concerned — whether the field be history, anthropology, psychology, sociology, literary studies, economics, or political science. In none of these areas is the field sufficiently advanced (apart from the work of a core group of scholars) to ensure that the important questions are raised and the fruitful research targets defined. Instead, many courses in these fields are presently mounted using texts from the writings of earlier feminist scholars published in the 1920s and 30s. These, though important achievements in their day, are no basis on which to build a clear understanding of how contemporary scholarship in such fields can be brought to bear on women's experience. To cite some examples, Alice Clark's The Working Life of Women in the Seventeenth Century was a major scholarly achievement when first published in 1919. Today there are fundamental corrections to be made to Clark's thesis about the impact of capitalism on women's role in the work force because historical demographers have developed new knowledge about family size, mortality rates, and life expectancy in the seventeenth century. Similarly, many courses drawing on Marxist methodology proceed in ignorance of current scholarly opinion among anthropologists regarding the political significance of descent in the female line. If we are not merely to repeat the errors and misconceptions of earlier generations, we must control the enthusiasm of young instructors which may lead them to respond to the demand for courses on the subject of women's experience without the solid grasp of the field necessary to formulate the relevant questions and bring the best recent research to bear on the topic. It will take more than courses to reorient disciplines whose entire range of methodological assumptions is based upon norms derived from male experience. Even were research on women's experience more advanced in the major disciplines of the humanities and the social sciences, it would be questionable whether from the point of view of scholarly creativity it is most fruitful to isolate the analysis of this aspect of human experience from the consideration of others. It would be questionable because the real goal of any program to make the major cultural institutions of society responsive to women's experience must be the transformation of perception so that we can break away from models of action which have been derived from stereotyped male roles. The isolation of critical analysis of women's experience in separate institutes and programs would permit conventional scholarship in established disciplines to continue unmodified by new questions and new insights whereas examination of women's experience should bring about the reformulation of questions within existing fields and the revision of their methodological assumptions. If there is a social basis to thought in the Mannheim sense, then every effort must be made to integrate perceptions from different social perspectives into the current approximation of truth in any field.

Transformation of Perceptions

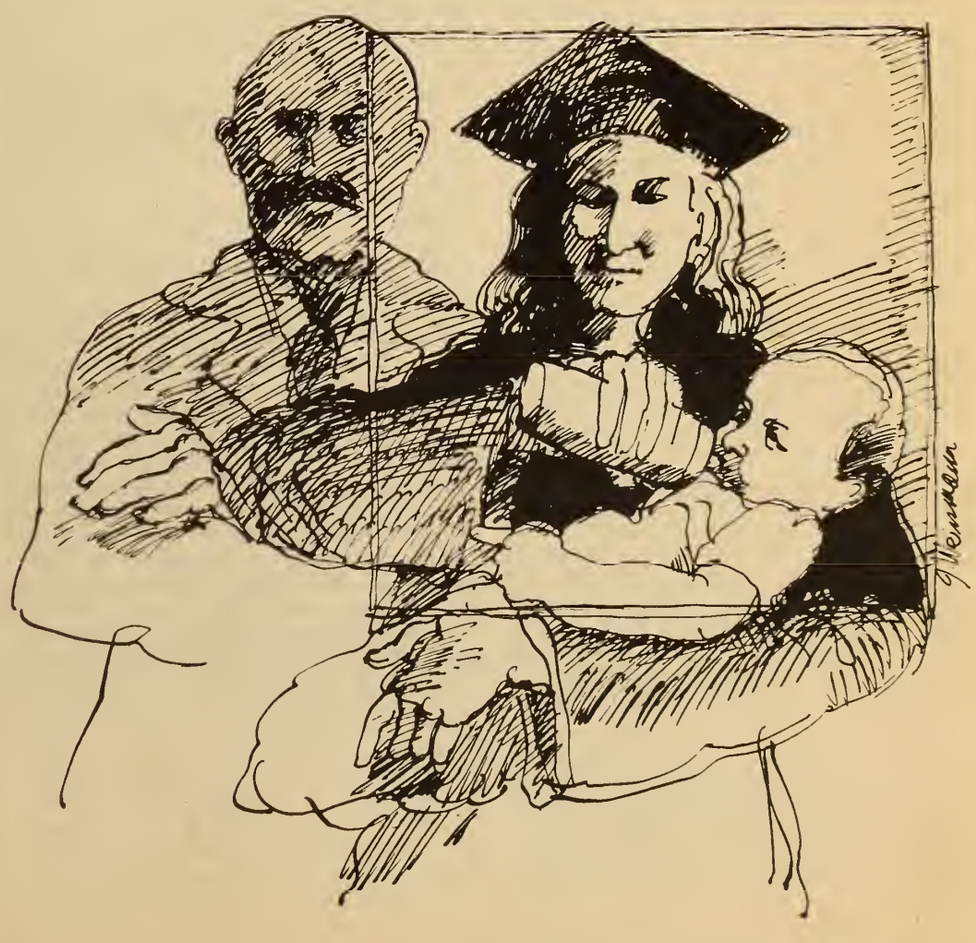
The major role which research in the area of women's experience could play within a university setting is in the transformation of perceptions of male professionals. This possibility has not yet been grasped by the advocates of separate women's studies programs though it is in the area of institutional provision for the transfer of the results of research now being done on female psychology, on the images of the female now being discovered by historians of science and the social sciences, and in particular by historians of medicine and psychiatry, to established professional schools such as law and medicine that the promise for the future lies. Assumptions about sex roles and ideas about family structure which are now the

It is safe to predict that there will be relatively little change by 1984... universities alone can not solve the problem of cultural attitude

subject of the most searching critical scrutiny in the humanities and the social sciences remain unchallenged in professional education because of the failure to provide an institutional framework which will allow synthesis and development for the existing flurry of research on women's experience. Without such an effort at synthesis the insights of another generation of feminist scholars will remain fragmented, and conventional professional education, the path to most positions of prestige and influence in postindustrial society, will remain as it does in 1974 — largely untouched by the ferment of the last decade on feminist issues.

Looking Ahead

Can we expect to see much change within the educational system and among professional elites by 1984? Will the undergraduate curriculum have been transformed? Will women students occupy proportionately the same number of places in professional schools as they now do in arts and science programs? Will there be a comparable influx of men into the educational programs of the service professions? Will there be female Oppenheimers and Szilards pushing at the frontiers of knowledge and leading the way in the conceptual breakthroughs of the more abstract sciences? Will the impulse to achieve equity of treatment for the sexes in education, which is basically a question of social policy, result in an academic world where the pursuit of knowledge is more intense and the intellect spurred to greater le-



vels of creativity? Will there, perhaps, be a reversal of the trend toward coeducation and a reversion toward a single-sex educational community?

It is safe to predict that there will be relatively little change in any of these areas by 1984 because the university alone cannot solve the problem of cultural attitude, and it cannot singlehandedly contrive the conditions which will release the intellectual powers of those whom Western culture has always seen as exercising their minds in ways which were compensatory for or completary to the minds of men. If there are serious efforts at developing remedial programs in basic sciences and mathematics for women undergraduates whose schooling has not prepared them to compete for admission into schools of medicine and engineering, we may see a significant change in the composition of these professional groups. If the research which is now being carried out in the humanities and social sciences is disseminated through the established disciplines, then we shall see not so much a revamping of the undergraduate curriculum by 1984, but a major critical re-evaluation of the methodological assumptions of the social sciences. If nothing else has changed, students should certainly be hearing less about sex-linked expressive and instrumental roles by 1984. It will, however, be a massive scholarly undertaking to revise the assumptions and eliminate the biases that have been built into all the efforts to observe and analyze society and are so central to the modern consciousness. This could occur through the kind of revolution in perception which does spark intellectual creativity: an unambiguous effort to accommodate to the experience of women could make the academic world a livelier place. Given the current rate of change we have no reason to predict that women will have achieved influential, let alone majority, representation on the decision-making bodies of the major institutions.

There is little evidence to warrant predictions of startling change in the contours of graduate and undergraduate education by 1984. The radical feminist organizations on the campus, the daycare demonstrations, the action groups pressing for new programs and for the hiring of women faculty have identified a problem with deep roots in educational history, but so far the diagnosis of the problem and the plans for action have been scattered and diffuse. It is hoped that the decade to come will see a much more determined effort to work within the structures of existing institutions to make them responsive to women's needs than was the case in the past decade.

Given the institutional structure of intellectual life today, it is to the apparently mundane arena of budget committees and university decision-making bodies that resources to support research and teaching activities are allocated. The feminist utopians of the last decade saw the wave of the future in creating counter-institutions; the next decade will see a renewed political concern for working to transform existing ones so that women students secure the changes in curriculum, the research support, and the professional training which are essential if education is to be genuinely egalitarian and if "women's studies" are to be more than the decorative frill to be afforded after other priorities assumed to have greater academic "justification" have been met.

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Suggestions for Pro-Women Action

Jill Conway

1975 is an excellent year in which to attempt to sensitize the university community to issues relating to women's rights. It is International Women's Year and many advantages can be taken of this international event to try to develop local sensitivity to women's issues. Such sensitivity can be achieved only if important acts of recognition of women's problems are made at the highest level of the university or college concerned. Strong efforts should be made to dramatize the importance set on confronting and dealing equitably with women's issues by those in authority within the institution. All the evidence of response to affirmative action in the United States indicates that attitudes are changed far more by important acts of social ritual than they are by legislation alone. Examples of such social rituals are conferences on women's issues which are called by the President or senior executive officers. Well publicized meeting with women's groups on campus or in the community, attended by senior university officials, can serve the same function. Invitations to the campus to important leaders in the women's movement, issued by senior university administrators, can also serve this purpose.

After a clear demonstration has been given of commitment to solving women's problems by senior university administrators, a single person should be appointed with a high status and clear presidential support to visit and work with each senior administrator in the university to discuss problems with regard to the hiring and promotion of women on the academic and non-academic staff. It is important to discuss with each university official responsible for hiring the problems which must be overcome before women receive equitable treatment rather than to issue a blanket university policy which can be easily subverted. This kind of interview programme is successful only after the demonstration of concern at the highest possible administrative levels, but it is extremely effective in changing attitudes.

After every effort has been made to sensitize individual administrators with the need to be responsive to women employees (either faculty or non-academic), university administration should institute a systematic annual review of the actions of deans, directors and heads of non-academic departments with respect to promotion, merit increases and hiring practices as they affect women. The system of annual review often appears as merely bureaucratic interference with individual divisions within the university or college unless there is a background of knowledge about different kinds of problems across the university that has been developed through the enquiries set out in paragraphe two. This enquiry process also serves to familiarize administrators throughout the university or college with the relevant Human Rights legislation and government or university policy documents so that the institution of a procedure of annual review does not take place in a vacuum.

1975 est une excellente année pour essayer de sensibiliser le milieu universitaire aux droits de la femme. C'est l'Année internationale de la femme, et l'on peut profiter de bien des manières de cette manifestation internationale pour essayer, sur le plan local, de déterminer une prise de conscience des questions féminines. Cette prise de conscience ne peut se réaliser que si les plus hautes autorités de l'université ou du collège en cause font des gestes importants pour reconnaître les problèmes de la femme. On devrait faire de grands efforts pour dramatiser l'importance qu'il y a à ce que les détenteurs de l'autorité au sein de l'institution regardent en face les problèmes de la femme et y apportent des solutions équitables. Toutes les réactions aux mesures d'affirmation prises aux États-Unis indiquent en effet que les attitudes sont modifiées bien davantage par les gestes publics importants que par la seule législation. Mentionnons, à titre d'exemples, les conférences sur les questions féminines qui sont convoquées par le président ou par des hauts fonctionnaires. La présence de cadres supérieurs de l'université à des rencontres avec des groupes féminins sur le campus ou à l'extérieur peuvent jouer le même rôle. Il en est de même des invitations adressées par des cadres supérieurs de l'université à des dirigeants en vue du mouvement féminin.

Une fois que les cadres universitaires supérieurs ont clairement montré qu'ils s'intéressent à la solution des problèmes de la femme, on devrait engager une seule personne, de haut prestige et bénéficiant d'un net appui de la part du recteur, pour rendre visite à chacun des cadres supérieurs de l'université et s'entretenir avec lui des problèmes relatifs à l'embauchage et à l'avancement des femmes, tant du côté du corps professoral que de l'autre. Il est plus important de s'entretenir avec les responsables de l'embauchage des problèmes à surmonter avant que la femme jouisse d'un traitement équitable, que d'annoncer une politique générale de l'université qui pourra facilement être contournée. Ce genre de programme ne réussit que lorsque les échelons les plus élevés de l'administration ont manifesté leur intérêt, mais c'est un moyen très efficace de modifier les attitudes.

Après que l'on a fait tous les efforts nécessaires pour sensibiliser un à un les administrateurs à la nécessité d'avoir une attitude positive envers les employées de sexe féminin (corps professoral ou autres employées), l'administration universitaire devrait entreprendre chaque année un relevé systématique des actions des doyens, des directeurs de département et des chefs des services non enseignants en ce qui regarde l'avancement, les augmentations au mérite et les méthodes d'embauchage relatifs à la femme. Souvent, la méthode des relevés annuels est interprétée comme une simple intervention bureaucratique dans les affaires des diverses divisions de l'université ou du collège à moins que l'on ait fait connaître au préalable les divers types de problèmes qui existent au sein de l'université, au moyen des enquêtes mentionnées dans le deuxième paragraphe. Ces enquêtes servent aussi à familiariser les administrateurs, à travers l'université ou le collège, avec les lois pertinentes touchant les droits de l'homme et avec les énoncés de politique du gouvernement ou de l'université, afin que l'établissement d'un mécanisme de relevés annuel ne se fasse pas dans le vide.

Affirmative Action in the United States

Donald C. Savage

Affirmative action in the United States is either a swearword or a slogan depending on where you stand. It has also become a shorthand phrase to cover all legislative attempts to deal with discrimination even though it technically applies to one aspect only of the antibias legislation of the United States government. Albert Shanker, the president of the militant American Federation of Teachers, one of the unions representing primary, secondary and university teachers in the United States, denounced affirmative action in February of this year as reverse discrimination. James G. O'Hara, Democratic Congressman from Michigan and chairman of the Special Subcommittee on Education of the House of Representatives' Labor and Education Committee spoke in the same sense saying "that there are no such things as group rights. I believe that human rights can only be protected individual by individual, and that at the root of our belief in equality of opportunity is the assumption that sex, color, race, creed, and national origin are so utterly irrelevant that they cannot be considered, even in the name of overcoming the effects of past discrimination."

James G. Goodwin of the University of California attacked this attitude in an article in the **Chronicle of Higher Education.** "Before we get too concerned about discrimination in reverse", he wrote, "we need to deal with the entrenched and pervasive character of race and sex discrimination". He quoted James Baldwin: "White America remains unable to believe that black America's grievances are real: they are unable to believe this because they cannot face what this fact says about themselves and their country."

By extension, Goodwin implied, this remark could be applied to the situation of women vis-à-vis men.

Mary M. Lepper of the Federal Office of Civil Rights said some months earlier: "I don't think we have left the era when you have to be a superblack or a superwoman to really get ahead in academic life. The best opportunities are still going to men."

"Affirmative action", she said, "has been operative long enough for people not to fear that it's going to reduce the quality of education."

However, Richard A. Lester, professor of economics and former dean of the faculty at Princeton wrote a book last year entitled **Antibias Regulation of Universities: Faculty Problems and their Solutions** in which he charged that the administration of the antibias regulations by the Department of Health, Education and Welfare was leading to the undermining of the principle of merit, particularly in regard to tenured positions. "Show me some empirical data", replied Ms. Lepper, "that quality is being hurt. I don't know of any."

There are other crosscurrents. Some blacks consider that the pressure of white women for affirmative action enforcement has pushed aside the greater claims of black Americans. Kenneth S. Tollett, professor of higher education at Howard University stated in 1973: "minority groups, particularly blacks, deserve better than hostility or aggressive competition from other segments of society — especially indefatigable persistent and outraged middle-class white women.

"Yet the groundswell interest in discrimination against women in higher education is deflecting attention and effort away from steps to correct the more virulent form of discrimination — that against blacks, Chicanos and Indians."

Cyrena N. Pondrom of the University of Wisconsin, an officer responsible in the area of minority hiring, replied that "competition between minority group members and white women for academic jobs is more perception than reality; they are rarely in direct competition." She believed that the existing political climate favoured minority hiring of qualified candidates and that the real problem was the

"Affirmative action has been operative long enough for people not to fear that it is going to reduce the quality of education

failure of the graduate schools to recruit enough minority students to increase the pool of available talent. Others, such as Catherine R. Stimpson of Barnard College, saw instead some grounds for a coalition of minorities and white women to fight prejudice in universities and colleges.

Legislative Devices

Affirmative action is part of the package of equal opportunity devices instituted in the United States to combat discrimination. In 1964 the Congress passed the Civil Rights Act, Title VI of which prohibited discrimination on the grounds of race, colour or national origin by educational programmes receiving federal funds but not in employment practices. Title VII, among other matters, prohibited discrimination on the grounds of sex. In 1972 Title VII of the Act was amended by the Equal Employment Opportunity Act to extend coverage of the Act to employment in the educational area.

This was one of the landmark decisions of the Congress in regard to sexual discrimination in educational employment. In the same year the Equal Pay Act of 1963 was amended to prohibit discrimination in salaries and most fringe benefits on the basis of sex in the educational sector.

The major tools of enforcement are to be found in four legislative or administrative actions. The first is the Equal Pay Act. The second is Title VII as amended. The third is Executive Order 11246 as amended by 11375 which prohibits discrimination on the basis of colour, race, religion, national origin or sex by institutions with federal contracts over $10,000 and requires affirmative action to ensure that equal employment practices were followed. The penalty for non-compliance was the loss of such contracts. The Executive Order is the basis of affirmative action precisely defined.

The final tool is Title IX of the Education Amendments of 1972 (Higher Education Act) which prohibits sex discrimination against students or others in educational programmes or activities funded by the federal government. "No person...", it says, "shall on the basis of sex, be excluded from participation in, be denied benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance." Title IX also covers the employment practices of educational institutions. It covers the entire institution, not just the section or division which actually receives the federal grant.

By 1975 the Department of Health, Education and Welfare had developed regulations for the implementation of Title IX. *(for excerpts, see p. 23).*

They cover the recruitment and admission of students, housing, equal treatment in programmes such as athletics, financial and employment assistance and health and insurance benefits — all in regard to students. They also deal with the employment of faculty and support staff in regard to criteria, recruitment, compensation, job classification, fringe benefits, marital and parental status and the like.

In addition, the Comprehensive Health Manpower Training Act of 1971 and the Nurse Training Act of 1971 (amendments to Title VII and Title VIII of the Public Health Service Act) prohibit the extension of federal support to any medical, health or nursing programme unless the institution providing the training submits, prior to the award of funds, satisfactory assurances that it will not discriminate on the basis of sex.

Administration and Responsibility

The Executive Order and Title IX are administered by the Office of Civil Rights (OCR) of the Department of Health, Education and Welfare (HEW) in regard to the educational sector. The Equal Pay Act which is the responsibility of the Department of Labor and Title VII of the Civil Rights Act is administered by the Equal Employment Opportunity Commission (EEOC). Since the language of most of the statutes and executive orders is general rather than precise, HEW has been empowered to create guidelines and regulations in the educational area which if approved by the President and not opposed by the Congress become law after a fixed period of time.

In October 1972 the Office of Civil Rights of the Department of Health, Education and Welfare issued its first set of guidelines to apply the Executive Order to educational institutions. *(see excerpts p. 25).* The guidelines state that "affirmative action requires the contractors to do more than ensure employment neutrality with regard to race, color, religion, sex, and national origin." As the phrase implies, affirmative action requires the employer to make additional efforts to recruit, employ, and promote qualified members of groups formerly excluded, even if that exclusion cannot be traced to particular discriminatory actions on the part of the employer. Thus employers must review the number of women and minority workers by job classification in their employment and provide the HEW statistics indicating the numbers against the total hiring in each classification. Employers must then create an affirmative action plan (if they have contracts of $50,000 or more) to correct imbalances given the availability of qualified women and minority workers.

This means that universities must determine the number of women and blacks in the academic profession available for employment from the National Register of Scientific and Technical Personnel, the Office of Education's annual reports on earned Ph.D. degrees, and other relevant sources and then compare the number of women and blacks in their current workforce with the proportion of women and blacks available in the academic workforce as a whole. When the comparision reveals that a hiring unit of the university (a department or section) is not employing minorities or women to the extent that they are available and qualified for work, it is then required to set numerical goals to overcome any such deficiencies in the utilization of minorities and women. In such a circumstance the employer should fa-

vour a female candidate when there are two or more candidates of equal qualification.

Institutions must also publish in reasonable detail employment criteria for appointments. The 1972 guidelines recognized that there were difficulties concerning how explicit academic criteria could be but noted that their absence provided opportunity for arbitrary and discriminatory practices. The guidelines required equal treatment in promotion, pay and the like. They forbade regulations preventing the hiring of wives of faculty members and required that maternity leave be granted. They also required institutions to set up and administrative structure to monitor the application of the guidelines. Rather optimistically HEW concluded that much of the work could be done in five years. Enforcement was undertaken by HEW and the ultimate penalty was the loss of federal contracts. The department estimates that at least 1,000 college and university campuses are subject to contract compliance regulations under the Executive Order.

Furious Debate

Since then there has been furious debate about the meaning and the merit of the affirmative action approach. Some critics dismiss affirmative action along with the antibias legislation as part of an impossible dream of legislative virtue. You cannot, they say, make people good by passing an act of Congress or by an executive order.

Others, as we have seen, have denounced affirmative action as a form of discrimination in reverse. Even though the regulations specifically forbid reverse discrimination, these critics argue that the setting of numerical goals and the creation of affirmative action plans is really a disguised setting of quotas.

Jewish organizations, in particular, have publicly and vigorously attacked overt or covert quota systems believing that they will sooner or later turn into anti-semitic devices.

Representative O'Hara took the stand that affirmative action was probably unconstitutional:

> "The laws, and the institutions they sustain and nourish, do not know white or black, male or female, Irish or Polish or African or Jew or Greek... I think the university not for itself alone, but for all of the society for which it lives, must gently but firmly reassert the proposition that sex, race, color, national origin, and creed are completely irrelevant to job qualifications, and that the way to end the practice of taking them into account is to end it not simply to look for a new set of victims. Certainly I agree with those who argue that it isn't enough to say, 'You shall discriminate no more.' But it is at he next step that I part company with those who, in the great pragmatic American tradition, ask for the proof of the anti-discrimination pudding. They say, 'How do we measure whether or not a school is discriminating until we can count heads on its faculty and see whether or not the mixture is properly representative of the pool from which it ought to be drawn?' I don't have an easy answer to the question, 'How do we prove that the university is obeying the law?' The law does not mandate that 51% of the faculty or administrative staff shall be women, or that 14 percent shall be black, or 5% of Spanish-speaking ancestry, any more than it mandates that 49% must be men, or 86% shall not be black The law does not, in short, mandate results. It mandates that discriminatory practices be avoided. It does not mandate 'proportionate representation' but it does mandate an end to giving preference... And more than incidentally, the law does not specify which race or sex may not be given preference, it says unequivocally that none can be. There may be no easy, uncomplicated way to prove that a wrong is being committed.
> But law enforcement has never been easy, and a free society has to pay that price if it is to remain free... we do not expect a person suspected of committing a crime to prove that he has not commited it. We may think he has, we may have a strong hunch that he has, but we have to prove his guilt, he does not have to prove his innocence... I don't think we can, except in the crudest form of discrimination, end up with a pattern of employment in each and every department of a university which will faithfully reflect anything but the workings of chance and the accidents of individual merit."

Difficulty of Application

Other criticism has focused on the difficulty, if not the impossibility, of applying the legislation to universities. Professor Lester of Princeton and author of the already mentioned Carnegie study considers the guidelines too crude to apply to university departments or similar academic units. He believes them to be dangerous because universities will be tempted to hire the less qualified in order to meet goals prescribed by the regulations. The guidelines, he alleges, overlook the variation in academic merit and personal suitability for particular posts among different holders of Ph. D.s and the fact that the best qualifications for tenured posts will be held by fewer and fewer persons the higher the level of excellence of the university.

Professor Lester also argues that the statistics do not bear out allegations of bias in regard to the hiring of women but, in fact, suggest other explanations. He asserts that of men and women who received their doctorates in 1940 and remained in academic employment, twenty years later 85% of the males and 70% of the unmarried females had attained the rank of full professor while only 46% of the married women had done so.

This, he maintains, reflects a social view of the community concerning the role of married women rather than bias, and will not be corrected by affirmative action. Nevertheless he is prepared to see a role for affirmative action although different from the existing regulations. He thinks that it should be applied to enrolments in graduate schools to increase the supply of trained manpower and to the appointment of lecturers and assistant professors since there is already an adequate pool to ensure fair competition. He recommends enforcement through a mediation-artibration procedure to be administered by a public service agency with experts in arbitration and with tenured faculty members of distinction which would ensure that the agency would have credidibility.

Others have attacked HEW for violations of privacy in its insistence that it must have access to all personnel records and that universities must maintain information on the race, sex and ethnicity of their employees.

It is also clear that the Department of Health, Education and Welfare did not recognize the complexities of applying affirmative action to the universities and did not have the staff or bureaucratic structure to undertake the task. The creation of expertise was painful for both sides. In August 1974 the **Chronicle of Higher Education** listed a series of complaints from universities about the procedures of HEW. The department was, in the eyes of its critics, lax in informing universities of complaints, reviews and the like, permitted regional offices to apply varying standards and lacked clear regulations of its own, failed to understand the differences between universities and private businesses, demanded more confidential material from personnel files than was necessary, and threatened penalties that were too harsh for the crimes alleged. At that time 210 affirmative action plans had been submitted to the regional offices, 18 had been officially accepted, 14 rejected and 169 were pending.

University Application

On its side HEW found that universities were much more decentralized operations than business, had few or chaotic personnel policies for faculty hiring or promotion, and had an average of 65% of faculty members already tenured thus ensuring little flexibility. In addition HEW found that it was applying the affirmative action guidelines when the bottom had just fallen out of the academic job market, and universities were hiring few people whether male or female. Thus the results in statistics were not likely to be significant. The **Chronicle of Higher Education** concluded that "... affirmative action has proved to be more a case study of how difficult it is to force profound change in an institution as complex, prestigious, slow-moving — and sensitive to the economy — as a college or university."

It would appear that the Department of Health Education and Welfare has firmly rejected the notion that affirmative action means reverse discrimination

To meet its critics HEW issued a clarification of its position on affirmative action in December 1974 *(for excerpts, see p. 26)*. This memorandum made it clear that HEW did not consider affirmative action as reverse discrimination and stated in precise and unequivocal terms that universities were legally bound to hire the best candidate for the job regardless of sex or colour and that they were not to hire anyone less qualified in order to fulfill affirmative action goals. Furthermore universities would set the qualifications, not the federal government. HEW did, however continue to insist that universities must develop plans and goals based on the pool of available talent and must not apply requirements or criteria which result in a disproportionately negative effect on women or minorities unless they can prove the necessity of the requirements for the post and apply them to all candidates.

HEW also maintained its position that universities must provide information on the race, sex and ethnic identity of all candidates for posts although it suggested a device for doing this without identifying individuals. Thus it would appear that the Department of Health, Education and Welfare has firmly rejected the notion that affirmative action means reverse discrimination. As applied by the department, it is an administrative attempt to force universities to regularize and make more objective their appointment and promotion procedures, to eliminate formal biases, and through the use of statistics and affirmative action plans to turn the spotlight of publicity with its consequent public pressures on the university and to force educational institutions to consider women and minority candidates as a matter of course, encouraging them to hire more of those previously the victims of discrimination.

Some Disappointed, Others Pleased.

Not everyone is pleased with this interpretation of affirmative action. Some women believe that there should be positive discrimination in favour of women and that this is the only way that the results of generations of anti-female bias will be changed. Benign neutrality, or even the required hiring of women when qualifications are the equal of men, they argue, does not work and merely guarantees the **status quo**, particularly in universities where white males dominate much of the appointment and promotion procedures. The privileged do not give up their privileges and their prejudices unless they are forced to do so. No doubt the issue of the legality of reverse discrimination will ultimately be decided by the Supreme Court of the United States. The court has already heard one such case, that of a student called DeFunis who claimed injury because of the decision of the University of Washington to admit minority law students less qualified then he. The court declared the issue moot because DeFunis had, in fact, been admitted and was about to graduate. However other cases are on their way to court including one involving the medical school at the University of California at Davis where the judge ruled that there "isn't any compelling or legitimate public purpose to be served in granting preference to minority students on admission to the medical school when to do so denies white persons an equal opportunity for admittance."

But it should be noted that HEW has always rejected such ideas and the majority of those favouring affirmative action seem also to reject the notion of discrimination in reverse and argue that affirmative action does not fall into this category. They believe that it is important to change the overt practice of discrimination even if you cannot change the hearts of the prejudiced. John Powell Jr., chairman of the Equal Employment Opportunity Commission of the Federal government, replied to Representative O'Hara that many of the fears expressed about reverse discrimination were exaggerated and sprang from isolated cases where administrators misinterpreted federal requirements. "We must", he said, "look beyond the rhetoric. Any preliminary look at the statistics shows that blacks are not displacing white males; women are not replacing them. The rights of whites are no greater than the rights of protected minorities."

The most recent statistics, those published by the American Council on Education, in 1973, bear this out. The percentage of black faculty members increased from 2.2% to 2.9% since 1968-69: the percentage of women increased from 19.1% to 20.0%.

Lenient Enforcement

"White males", Tom Wicker wrote in the **New York Times**, "once shut out women and minorities from faculties and student bodies in a deliberate, systematic, discriminatory manner. It cannot reasonably be said that white males are now being shut out in anything remotely resembling the same manner or approaching the same numbers. That they must finally share the opportunity of access to those institutions, and compete fairly for that access, is not 'racism in reverse' or 'sexism in reverse' but simple justice, long overdue."

One of the most sustained criticisms of HEW can be found in the report of the United States Commission on Civil Rights entitled **The Federal Civil Rights Enforcement Effort 1974** which was published in 1975. The third volume deals with equal education opportunity and contains detailed criticism of the Department of Health, Education and Welfare. Among other matters it found that HEW had been overly impressed by the stalling tactics and evasion, as the commission saw it, of the universities. It argued that universities had unusually large pools of expertise in law, administration and the like, and it should not take them years to apply federal government regulations. It reviewed in detail the attempts of the department to secure compliance at Berkeley, the University of Washington, the University of Michigan and Harvard. It concluded that HEW had been much too lenient in these cases, that it had been prepared to accept all sorts of evasions, and that it was willing to sign compliance orders based on promises rather than action.

This view of Harvard was echoed in March of this year in the annual report of Walter J. Leonard, assistant to the president in charge of the university's affirmative action plan. He called the attack on affirmative action the beginning of the Second Reconstruction and sharply criticized Harvard not only for its failures under affirmative action but also for a general slowing down in the recruiting both of graduate students and of faculty who were either minorities or women. He particularly noted the failure of the graduate and professional schools to attract minority and women students so as to increase the available pool of talent.

The Civil Rights Commission also attacked the December 1974 memorandum of HEW for focusing on reverse discrimination and not pointing out that if an employer has discriminated in the past, the law may well require him to engage in positive action to reverse discrimination. The commission also pointed out

The rights of whites are no greater than the rights of protected minorities

that although universities might set their own qualifications, those qualifications had to be validated and that HEW had failed to carry out this part of its mandate. It concluded that "there does not appear to be anything so peculiar about institutions of higher education... to justify a deviation from the requirements...", particularly when the Executive Order had been successfully applied to a wide variety of enterprises and institutions.

Finally it recommended that HEW take a much tougher stand with the universities on compliance with the order or cancel federal contracts. Other critics believe that HEW will never develop this type of muscle and that enforcement should be transferred to the Department of Labor which would be much less likely to sympathize with university administrations.

Redundancy

Another major problem in affirmative action, not only for universities but for all employers, is the issue of redundancy. The long standing union rule in the United States has been last in, first out. But what takes precedence — seniority or affirmative action? Can redundancy wipe out all the gains of women and minorities? This issue too is headed for resolution by the Supreme Court.

The second major source of antibias enforcement by the federal government can be found in Title IX of the Education Amendments of 1972. The most recent round of controversy developed from the publication this spring of the new regulations to enforce Title IX. These regulations became law in July.

Physical Education and Sports

The most publicity has been generated by the application of the regulations to physical education and sports. The guidelines forbid the segregation by sex of physical education classes (but not locker rooms or washrooms) at any level of education except for contact sports. They require equal opportunity in athletic programmes. Separate teams may be maintained, particularly in contact sports, but if they are not maintained in non-contact sports, women must be able to compete for men's teams. If there are separate teams, the institution must ensure equality in terms of equipment, scheduling of games, travel and per diem allowance, assignment and compensation of coaches, provision of practice, medical and training facilities as well as equal housing and other amenities. But the guidelines do not require equal expenditures.

Some women's groups have attacked this as maintaining inequality. The National Organization of Women opposed the separate but equal concept and would require open access to all athletic teams except where women would now be effectively excluded by lack of training as in football, where separate teams should be allowed until the training gap is bridged.

The Association for Inter-Collegiate Athletics for Women, however, favours separate programmes but wishes proportionate funding. It is opposed to the commercialism of male sports and wishes to expend the money on more facilities for women rather than on recruiting and athletic scholarships although the number of such scholarships for women is increasing. The National College Athletic Association which represents male university sports and is now making an effort to take over the area of women's sports, opposed the inclusion of sports under the regulations on the grounds that they were not supported by federal money. Subsequently, on losing the battle, it has mounted a campaign to exempt revenue-producing sports on the grounds that they support all other sports and that institutions cannot afford to offer such sports on the same scale to women as to men.

The Secretary of Health, Education and Welfare, Caspar Weinberger, contended that the regulations would not disrupt fee-producing intercollegiate sports. When asked if the regulations would prompt some colleges to drop minor sports if they could not afford to "send both men's and women's teams first class," Mr. Weinberger said, "Then I would expect the men to hold bake sales." Even with financial restrictions in the universities, these regulations seem likely to create a revolution in athletics since universities traditionally spent very little on women's sports compared to men's.

Financial Scholarships, and Employment Opportunities

On the issue of scholarships and financial assistance, HEW had originally proposed to prohibit any scholarship restricted to a single sex. It, however, reconsidered when universities argued that this would merely cause the termination of certain sources of aid without increasing it for women. HEW, therefore, decided that the regulations should require a pooling arrangement whereby the institution would have to ensure that funds were available or were generated to match sex-restricted scholarships. Foreign scholarships such as the Rhodes Scholarship are exempt but institutions must ensure that equivalent domestic or foreign awards are available for women. Women's groups are opposed to this latter exemption but Secretary Weinberger argued that it was wiser to presume that the Congress intended to leave the regulation of foreign wills to the governments under whose law they were established.

Another provision of the regulations required employers in the educational field to provide equal employment opportunities and equal benefits. This means equal provisions for recruitment, classification, promotion, tenure and the like. One of the more contentious parts prohibits tests and criteria which adversely affect any person on the basis of sex unless the test or criteria can predict validly successful performance or alternative tests or criteria do not exist. Such language has already posed a problem to some universities in regard to tenure decisions or to the insistence on a Ph. D. prior to appointment.

The regulations state where institutions are or have discriminated in the past they "shall recruit members of the sex so discriminated against so as to overcome the effects of such past or present discrimination."

The regulations also prescribe equality in fringe benefits. However, in the area of pensions the regulations require only that there be either equal contributions or equal periodic payouts. Secretary Weinberger argued that the guidelines had to maintain the **status quo** since there was confusion within the federal government as to whether equal payouts were legally required. The Office of Federal Contract Compliance of the Department of Labor allows such an option but has given notice of its intention to require equal payouts. Another federal agency, the Equal Employment Opportunity Commission, requires equal payouts, and it would seem the HEW will eventually move to this position when inter-departmental problems have been solved. Student and employee health insurance and disability plans must include coverage for pregnancy, childbirth, and termination of pregnancy.

Private undergraduate colleges as well as military establishments are exempt from the regulations in regard to admission of students as are social fraternities and sororities so long

as they do not receive direct or indirect financial support from their university or college. Voluntary organizations such as the Boy Scouts are also exempt. However, Congress recently passed separate legislation to open the military academies to women.

The Secretary and President Ford did not include regulations against bias in textbooks although this was urged by many women's groups. The Secretary argued that "such coverage would raise grave constitutional problems concerning the right of free speech under the First Amendment, and would result in a very undesirable intrusion by the federal government in the active operation of local public schools." Women's groups are primarily concerned with textbooks in the primary and secondary schools and not educational materials used at the postsecondary level. As such the Secretary believed that any problems should be resolved by local school authorities.

Few Precedents; Difficult to Enforce

Enforcement of Title IX is also a matter of contention. Secretary Weinberger in his letter to President Ford containing the proposed regulations remarked that the legislation was passed "with little legislative history, debate or, I'm afraid, thought about difficult problems of application..." It is, therefore, not surprising that it took HEW three years to develop these guidelines. The regulations were, of course, a prerequisite to enforcement since the language of the statute was so general and vague.

The original draft regulations provided that each institution would have to create internal grievance procedures and the use of these procedures would be mandatory before anyone could appeal to HEW. Women objected to this on the grounds that no time limits were required and that the device would be used to stall complaints. This section was then removed from the document. However, almost immediately Secretary Weinberger announced his intention of abolishing the right of individuals to file grievances with the department.

The department would continue to receive such complaints and they would become part of the general file on each institution under the jurisdiction of the legislation. The main reason for this was that the department had a large backlog and not sufficient staff either to be able to deal with the backlog or to handle new cases. Furthermore the Secretary considered that compliance reviews of entire institutions were more useful in combating discrimination than the handling of individual grievances. This, he said, would "focus H.E.W.'s enforcement machinery on the main, systematic forms of discrimination... rather than follow an approach dictated by the morning's mail..."

At the moment, he complained, "each complaint, whether specious or not must be fully investigated." This would mean that individuals could only seek legal redress through the courts. A number of women's organizations expressed scepticism believing that the changes would likely lead to less rather than more enforcement. An official of the Women's Equity Action League was quoted in the **Chronicle of Higher Education** as saying that the shift "is kind of like having a police department saying it won't respond to complaints because they are busy."

The department will thus rely upon compliance procedures with individual institutions rather than through individual complaints. The evidence for such proceedings will include investigations by the department as well as the record of complaints. But in the final analysis the department will rely on the threat to terminate any federal support if institutions do not apply the regulations.

However, even before the publication of the regulations both HEW and the Department of Labor had investigated complaints concerning the failure of universities to obey equal pay regulations. These investigations along with the threat of possible investigation or legal action have resulted in a number of settlements, the most spectacular of which was the $375,000 paid to women and minority group faculty by Rutgers. Other settlements, as reported by the **Chronicle of Higher Education,** have occurred at the University of Pittsburgh and Louisiana State University. This has been one of the more successful aspects of the antibias regulations.

Affirmative action strictly defined is, therefore, only one part of a package of legislative and administrative devices passed by the American Congress or adopted by the President to try to secure equal opportunity in employment and in educational programmes. The statutes were not extended to the educational sphere until 1972. They and the executive orders cover all aspects of employment — hiring, promotion, the granting of tenure, salaries, fringe benefits — as well as equal treatment in educational programmes including such areas as athletics. The main tool of enforcement is the threat to abrogate federal grants to those who refuse to comply. The decision of the Congress not to try to amend the recent Title IX regulations indicates the waning power of those who object to legislative and executive action to secure equal opportunity. Nonetheless equal opportunity legislation in general, and affirmative action in particular, remain a matter of high debate in American universities both in regard to principle and practice.

Professor Savage is Executive Secretary of CAUT.

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Nondiscrimination on the basis of sex under federally assisted education programs and activities (excerpts): Title IX (U.S. regulations)

Subpart A — Introduction

§ 86.1 Purpose and effective date.

The purpose of this part is to effectuate title IX of the Education Amendments of 1972, as amended, which is designed to eliminate (with certain exceptions) discrimination on the basis of sex in any education program or activity receiving Federal financial assistance, whether or not such program or activity is offered or sponsored by an educational institution as defined in this part. The effective date of this part shall be July 21, 1975.

(k) *"Institution of graduate higher education"* means an institution which:

(1) Offers academic study beyond the bachelor of arts or bachelor of science degree, whether or not leading to a certificate of any higher degree in the liberal arts and sciences; or

(2) Awards any degree in a professional field beyond the first professional degree (regardless of whether the first professional degree in such field is awarded by an institution of undergraduate higher education or professional education); or

(3) Awards no degree and offers no further academic study, but operates ordinarily for the purpose of facilitating research by persons who have received the highest graduate degree in any field of study.

(l) *"Institution of undergraduate higher education"* means:

(1) An institution offering at least two but less than four years of college level study beyond the high school level, leading to a diploma or an associate degree, or wholly or principally creditable toward a baccalaureate degree; or

(2) An institution offering academic study leading to a baccalaureate degree; or

(3) An agency or body which certifies credentials or offers degrees, but which may or may not offer academic study.

(m) *"Institution of professional education"* means an institution (except any institution of undergraduate higher education) which offers a program of academic study that leads to a first professional degree in a field for which there is a national specialized accrediting agency recognized by the United States Commissioner of Education.

(n) *Institution of vocational education"* means a school or institution (except an institution of professional or graduate or undergraduate higher education) which has as its primary purpose preparation of students to pursue a technical, skilled, or semiskilled occupation or trade, or to pursue study in a technical field, whether or not the school or institution offers certificates, diplomas, or degrees and whether or not it offers fulltime study.

(o) *"Administratively separate unit"* means a school, department or college of an educational institution (other than a local educational agency) admission to which is independent of admission to any other component of such institution.

(p) *"Admission"* means selection for part-time, full-time, special, associate, transfer, exchange, or any other enrollment, membership, or matriculation in or at an educational program or activity operated by a recipient.

(q) *"Student"* means a person who has gained admission.

§ 86.3 Remedial and affirmative action and self-evaluation.

(a) *Remedial action.* If the Director finds that a recipient has discriminated against persons on the basis of sex in an education program or activity, such recipient shall take such remedial action as the Director deems necessary to overcome the effects of such discrimination.

(b) *Affirmative action.* In the absence of a finding of discrimination on the basis of sex in an education program or activity, a recipient may take affirmative action to overcome the effects of conditions which resulted in limited participation therein by persons of a particular sex. Nothing herein shall be interpreted to alter any affirmative action obligations which a recipient may have under Executive Order 11246.

(c) *Self-evaluation.* Each recipient education institution shall, within one year of the effective date of this part:

(i) Evaluate, in terms of the requirements of this part, its current policies and practices and the effects thereof concerning admission of students, treatment of students, and employment of both academic and non-academic personnel working in connection with the recipient's education program or activity;

(ii) Modify any of these policies and practices which do not or may not meet the requirements of this part; and

(iii) Take appropriate remedial steps to eliminate the effects of any discrimination which resulted or may have resulted from adherence to these policies and practices.

(d) *Availability of self-evaluation and related materials.* Recipients shall maintain on file for at least three years following completion of the evaluation required under paragraph (c) of this section, and shall provide to the Director upon request, a description of any modifications made pursuant to subparagraph (c) (ii) and of any remedial steps taken pursuant to subparagraph (c) (iii).

§ 86.4 Assurance required.

(a) *General.* Every application for Federal financial assistance for any education program or activity shall as condition of its approval contain or be accompanied by an assurance from the applicant or recipient, satisfactory to the Director, that each education program or activity operated by the applicant or recipient and to which this part applies will be operated in compliance with this part. An assurance of compliance with this part shall not be satisfactory to the Director if the applicant or recipient to whom such assurance applies fails to commit itself to take whatever remedial action is necessary in accordance with § 86.3 (a) to eliminate existing discrimination on the basis of sex or to eliminate the effects of past discrimination whether occurring prior or subsequent to the submission to the Director of such assurance.

§ 86.6 Effect of other requirements.

(a) *Effect of other Federal provisions.* The obligations imposed by this part are independent of, and do not alter, obligations not to discriminate on the basis of sex imposed by Executive Order 11246, as amended; sections 799A and 845 of the Public Health Service Act; Title VII of the Civil Rights Act of 1964; the Equal Pay Act; and any other Act of Congress or Federal regulation.

(b) *Effect of State or local law or other requirements.* The obligation to comply with this part is not obviated or alleviated by any State or local law or other requirement which would render any applicant or student ineligible, or limit the eligibility of any applicant or student, on the basis of sex, to practice any occupation or profession.

(c) *Effect of rules or regulations of private organizations.* The obligation to comply with this part is not obviated or alleviated by any rule or regulation of any organization, club, athletic or other league, or association which would render any applicant or student ineligible to participate or limit the eligibility or participation of any applicant or student, on the basis of sex, in any education program or activity operated by a recipient and which receives or benefits from Federal financial assistance.

§ 86.7 Effect of employment opportunities.

The obligation to comply with this Part is not obviated or alleviated because employment opportunities in any occupation or profession are or may be more limited for members of one sex than for members of the other sex.

§ 86.8 Designation of responsible employee and adoption of grievance procedures.

(a) *Designation of responsible employee.* Each recipient shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under this part including any investigation of any complaint communicated to such recipient alleging its noncompliance with this part or alleging any actions which would be prohibited by this part. The recipient shall notify all its students and employees of the name, office address and telephone number of the employee or employees appointed pursuant to this paragraph.

(b) *Complaint procedure of recipient.* A recipient shall adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action which would be prohibited by this part.

§ 86.9 Dissemination of policy.

(a) *Notification of policy.* (1) Each recipient shall implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex in the educational programs or activities which it operates, and that is required by title IX and this part not to discriminate in such a manner. Such notification shall contain such information, and be made in such manner, as the Director finds necessary to apprise such persons of the protections against discrimination assured them by title IX and this part, but shall state at least that the requirement not to discriminate in education programs and activities extends to employment therein, and to admission thereto...

(b) *Publications.* (1) Each recipient shall prominently include a statement of the policy described in paragraph (a) of this section in each announcement, bulletin, catalog, or application form which it makes available to any person of a type described in paragraph (a) of this section, or which is otherwise used in connection with the recruitment of students or employees.

(2) A recipient shall not use or distribute a publication of the type described in this paragraph which suggests, by text or illustration, that such recipient treats applicants, students, or employees differently on the basis of sex except as such treatment is permitted by this part.

(c) *Distribution.* Each recipient shall distribute without discrimination on the basis of sex each publication described in paragraph (b) of this section, and shall apprise each of its admission and employment recruitment representatives of the policy of nondiscrimination described in paragraph (a) of this section, and require such representatives to adhere to such policy.

Subpart B — Coverage

§ 86.11 Application

Except as provided in this subpart, this Part 86 applies to every recipient and to each education program or activity operated by such recipient which receives or benefits from Federal financial assistance.

§ 86.12 Educational institutions controlled by religious organizations.

(a) *Application.* This part does not apply to an educational institution which is controlled by a religious organization to the extent application of this part would not be consistent with the religious tenets of such organization.

(b) *Exemption.* An educational institution which wishes to claim the exemption set forth in paragraph (a) of this section, shall do so by submitting in writing to the Director a statement by the highest ranking official of the institution, identifying the provisions of this part which conflict with a specific tenet of the religious organization.

§ 86.14 Membership practices of certain organizations.

This part does not apply to the membership practices of certain sororities and fraternities; YMCA, YWCA, Girl Scouts, Boy Scouts, Camp Fire Girls and certain voluntary youth service organizations. Ed.

§ 86.15 Admission

(a) Admissions to educational institutions prior to June 24, 1973, are not covered by this part.

(b) *Administratively separate units.* For the purpose only of this section, and Subpart C, each administratively separate unit shall be deemed to be an educational institution.

(c) *Application of Subpart C.* Except as provided in paragraphs (c) and (d) of this section, Subpart C applies to each recipient. A recipient to which Subpart C applies shall not discriminate on the basis of sex in admission or recruitment in violation of that subpart.

(d) *Educational institutions.* Except as provided in paragraph (e) of this section as to recipients which are educational institutions, Subpart C applies only to institutions of vocational education, professional education, graduate higher education, and public institutions of undergraduate higher education.

(e) *Public institutions of undergraduate higher education.* Subpart C does not apply to any public institution of undergraduate higher education which traditionally and continually from its establishment has had a policy of admitting only students of one sex.

§ 86.16 Educational institutions eligible to submit transition plans.

(a) *Application.* This section applies to each educational institution to which Subpart C applies which:

(1) Admitted only students of one sex as regular students as of June 23, 1972; or

(2) Admitted only students of one sex as regular students as of June 23, 1965, but thereafter admitted as regular students, students of the sex not admitted prior to June 23, 1965.

(b) *Provision for transition plans.* An educational institution to which this section applies shall not discriminate on the basis of sex in admission or recruitment in violation of Subpart C unless it is carrying out a transition plan approved by the United States Commissioner of Education as described in § 86.17, which plan provides for the elimination of such discrimination by the earliest practicable date but in no event later than June 23, 1979.

§ 86.17 Transition plans.

(a) *Submission of plans.* An institution to which § 86.15 applies and which is composed of more than one administratively separate unit may submit either a single transition plan applicable to all such units, or a separate transition plan applicable to each such unit.

(b) *Content of plans.* In order to be approved by the United States Commissioner of Education, a transition plan shall:

(2) State whether the educational institution or administratively separate unit admits students of both sexes, as regular students and, if so, when it began to do so.

(3) Identify and describe with respect to the educational institution or administratively separate unit any obstacles to admitting students without discrimination on the basis of sex.

(4) Describe in detail the steps necessary to eliminate as soon as practicable each obstacle so identified and indicate the schedule for taking these steps and the individual directly responsible for their implementation.

(5) Include estimates of the number of students, by sex, expected to apply for, be admitted to, and enter each class during the period covered by the plan.

(c) *Nondiscrimination.* No policy or practice of a recipient to which § 86.16 applies shall result in treatment of applicants to or students of such recipient in violation of Subpart C unless such treatment is necessitated by an obstacle identified in paragraph (b) (3) of this section and a schedule for eliminating that obstacle has been provided as required by paragraph (b) (4) of this section.

(d) *Effects of past exclusion.* To overcome the effects of past exclusion of students on the basis of sex, each educational institution to which § 86.16 applies shall include in its transition plan, and shall implement, specific steps designed to encourage individuals of the previously excluded sex to apply for admission to such institution. Such steps shall include instituting recruitment programs which emphasize the institution's commitment to enrolling students of the sex previously excluded.

Subpart C — Discrimination on the Basis of Sex in Admission and Recruitment Prohibited

§ 86.21 Admission.

(a) *General.* No person shall, on the basis of sex, be denied admission, or be subjected to discrimination in admission...

(b) Specific prohibitions. (1) In determining whether a person satisfies any policy or criterion for admission, or in making any offer of admission, a recipient to which this Subpart applies shall not:

(1) Give preference to one person over another on the basis of sex, by ranking applicants separately on such basis, or otherwise;

(ii) Apply numerical limitations upon the number or proportion of persons of either sex who may be admitted; or

(iii) Otherwise treat one individual differently from another on the basis of sex.

(2) A recipient shall not administer or operate any test or other criterion for admission which has a disproportionately adverse effect on persons on the basis of sex.

(c) *Prohibitions relating to marital or parental status.* In determining whether a person satisfies any policy or criterion for admission, or in making any offer of admission, or in making any offer of admission, a recipient to which this subpart applies:

(1) Shall not apply any rule concerning the actual or potential parental, family, or marital status of a student or applicant which treats persons differently on the basis of sex;

(2) Shall not discriminate against or exclude any person on the basis of pregnancy, childbirth, termination of pregnancy, or recovery therefrom, or establish or follow any rule or practice which so discriminates or excludes;

(3) Shall treat disabilities related to pregnancy, childbirth, termination of pregnancy, or recovery therefrom in the same manner and under the same policies as any other temporary disability or physical condition;

(4) Shall not make pre-admission inquiry as to the marital status of an applicant for admission including whether such applicant is "Miss" or Mrs.". A recipient may make pre-admission inquiry as to the sex of an applicant for admission, but only if such inquiry is made equally of such applicants of both sexes and if the results of such inquiry are not used in connection with discrimination prohibited by this part.

§ 86.22 Preference in admission.

A recipient to which this subpart applies shall not give preference to applicants for admission, on the basis of attendance at any educational institution or other school or entity which admits as students or predominantly members of one sex, if the giving of such preference has the effect of discriminating on the basis of sex in violation of this subpart.

§ 86.23 Recruitment.

(a) *Nondiscriminatory recruitment.* A recipient to which this subpart applies shall not discriminate on the basis of sex in the recruitment and admission of students. A recipient may be required to undertake additional recruitment efforts for one sex as remedial action and may choose to undertake such efforts as affirmative action pursuant to § 86.3 (b).

(b) *Recruitment at certain institutions.* A recipient to which this subpart applies shall not recruit primarily or exclusively at educational institutions, schools or entities which admit as students only or predominantly members of one sex, if such actions have the effect of discriminating on the basis of sex in violation of this subpart.

Subpart D — Discrimination on the Basis of Sex in Education Programs and Activities Prohibited.

§ 86.31. Education programs and activities.

(a) *General.* Except as provided elsewhere in this part, no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any academic, extracurricular, research, occupational training, or other education program or activity operated by a recipient which receives or benefits from Federal financial assistance.

(b) *Specific prohibitions.* Except as provided in this subpart, in providing any aid, benefit, or service to a student, a recipient shall not on the basis of sex:

(1) Treat one person differently from another in determining whether such person satisfies any requirement or condition for the provision of such aid, benefit or service;

(2) Provide different aid, benefits, or services or provide aid, benefits, or services in a different manner;

(3) Deny any person any such aid, benefit, or service;

(4) Subject any person to separate or different rules of behavior, sanctions, or other treatment;

(5) Discriminate against any person in the application of any rules of appearance;

(6) Apply any rule concerning the domicile or residence of a student or applicant, including eligibility for in-state fees and tuition;

(7) Aid or perpetuate discrimination against any person by providing significant assistance to any agency, organization, or person which discriminates on the basis of sex in providing any aid, benefit or service to students or employees;

(8) Otherwise limit any person in the enjoyment of any right, privilege, advantage, or opportunity.

(c) *Assistance administered by a recipient educational institution to study at a foreigh institution.* A recipient educational institution may administer or assist in the administration of scholarships, fellowships, or other awards established by foreign or domestic wills, trusts, or similar legal instruments, or by acts of foreign governments and restricted to members of one sex, which are designed to provide opportunities to study abroad, and which are awarded to students who are already matriculating at or who are graduates of the recipient institution; *Provided* a recipient educational institution which administers or assists in the administration of such scholarships, fellowship, or other awards which are restricted to members of one sex provides or otherwise makes available reasonable opportunities for similar studies for members of the other sex. Such opportunities may be derived from either domestic or foreign sources.

§ 86.32 Housing.

(a) *Generally.* A recipient shall not, on the basis of sex, apply different rules or regulations, impose different fees or requirements, or offer different services or benefits related to housing, except as provided in this section (including housing provided only to married students).

(b) *Housing provided by recipient.* (1) A recipient may provide separate housing on the basis of sex.

(2) Housing provided by a recipient to students of one sex, when compared to that provided to students of the other sex, shall be as a whole:

(i) Proportionate in quantity to the number of students of that sex applying for such housing; and

(ii) Comparable in quality and cost to the student.

(c) *Other housing.* (1) A recipient shall not, on the basis of sex, administer different policies or practices concerning occupancy by its students of housing other than provided by such recipient.

§ 86.33 Comparable facilities

A recipient may provide separate toilet, locker room, and shower facilities on the basis of sex, but such facilities provided for students of one sex shall be comparable to such facilities provided for students of the other sex.

§ 86.34 Access to course offerings.

A recipient shall not provide any course or otherwise carry out any of its education program or activity separately on the basis of sex, or require or refuse participation therein by any of its students on such basis, including health, physical education, industrial, business, vocational, technical, home economics, music, and adult education courses.

(a) With respect to physical education classes and activities at the secondary and post-secondary levels, the recipient shall comply fully with this section as expeditiously as possible but in no event later than three years from the effective date of this regulation.

(b) This section does not prohibit grouping of students in physical education classes and activities by ability as assessed by objective standards of individual performance developed and applied without regard to sex.

(c) This section does not prohibit separation of students by sex within physical education classes or activities during participation in wrestling, boxing, rugby, ice hockey, football, basketball and other sports the purpose or major activity of which involves bodily contact.

(d) Where use of a single standard of measuring skill or progress in a physical education class has an adverse effect on member of one sex, the recipient shall use appropriate standards which do not have such effect.

§ 86.37 Financial assistance

(a) *General.* Except as otherwise provided in providing financial assistance to any of its students, a recipient shall not: (1) On the basis of sex, provide different amount or types of such assistance, limit eligibility for such assistance which is of any particular type or source, apply different criteria, or otherwise discriminate;

(2) through solicitation, listing, approval, provision of facilities or other services, assist any foundation, trust, agency, organization, or person which provides assistance to any of such recipient's students in a manner which discriminates on the basis of sex; or (3) apply any rule or assist in application of any rule concerning eligibility for such assistance which treats persons of one sex differently from persons of the other sex with regard to marital or parental status.

(c) *Athletic scholarships.* (1) To the extent that a recipient awards athletic scholarships or grants-in-aid, it must provide reasonable opportunities for such awards for members of each sex in proportion to the number of students of each sex participating in interscholastic or intercollegiate athletics.

(2) Separate athletic scholarships or grants-in-aid for members of each sex may be provided as part of separate athletic teams for members of each sex to the extent consistent with this paragraph and § 86.41 of this part.

§ 86.39 Health and insurance benefits and services.

In providing a medical, hospital, accident or life insurance benefit, service, policy, or plan to any of its students, a recipient shall not discriminate on the basis of sex, or provide such benefit, service, policy, or plan in a manner which would violate Subpart E if it were provided to employees of the recipient. This section shall not prohibit a recipient from providing any benefit or service which may be used by a different proportion of students of one sex than of the other, including family planning services. However, any recipient which provides full coverage health service shall provide gynecological care.

§ 86.40 Marital or parental status

(a) *Status generally.* A recipient shall not apply any rule concerning a student's actual or potential parental, family, or marital status which treats students differently on the basis of sex.

(b) *Pregnancy and related conditions.* (1) A recipient shall not discriminate against any student, or exclude any student from its education program or activity, including any class or extra-curricular activity, on the basis of such student's pregnancy, childbirth, false pregnancy, termination of pregnancy or recovery therefrom, unless the student requests voluntarily to participate in a separate portion of the program or activity of the recipient.

(2) A recipient may require such a student to obtain the certification of a physician that the student is physically and emotionally able to continue participation in the normal education program or activity so long as such a certification is required of all students for other physical or emotional conditions requiring the attention of a physician.

(4) A recipient shall treat pregnancy, childbirth, false pregnancy, termination of pregnancy and recovery therefrom in the same manner and under the same policies as any other temporary disability with respect to any medical or hospital benefit, service, plan or policy which such recipient administers, operates, offers, or participates in with respect to students admitted to the recipient's educational program or activity.

(5) In the case of a recipient which does not maintain a leave policy for its students, or in the case of a student who does not otherwise qualify for leave under such a policy, a recipient shall treat pregnancy, childbirth, false pregnancy, termination of pregnancy and recovery therefrom as a justification for a leave of absence for so long a period of time as is deemed medically necessary by the student's physician, at the conclusion of which the student shall be reinstated to the status which she held when the leave began.

§ 86.41 Athletics.

(a) *General.* No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, be treated differently from another person or otherwise be discriminated against in any interscholastic, intercollegiate, club or intramural athletics offered by recipient, and no recipient shall provide any such athletics separately on such basis.

(b) *Separate teams.* Notwithstanding the requirements of paragraph (a) of this section, a recipient may operate or sponsor separate teams for members of each sex where selection for such teams is based upon competitive skill or the activity involved is a contact sport. However, where a recipient operates or sponsors a team in a particular sport for members of one sex but operates or sponsors no such team for members of the other sex, and athletic opportunities for members of that sex have previously been limited, members of the excluded sex must be allowed to try-out for the team offered unless the sport involved is a contact sport. (boxing, wrestling, rugby, ice hockey, football, basketball and other sports the purpose of major activity of which involves bodily contact).

(c) *Equal opportunity.* A recipient which operates or sponsors interscholastic, intercollegiate, club or intramural athletics shall provide equal athletic opportunity for members of both sexes. In determining whether equal opportunities are available the Director will consider, among other factors:

(i) Whether the selection of sports and levels of competition effectively accommodate the interests and abilities of members of both sexes;

(ii) The provision of equipment and supplies;

(iii) Scheduling of games and practice time;

(iv) Travel and per diem allowance;

(v) Opportunity to receive coaching and academic tutoring;

(vi) Assignment and compensation of coaches and tutors;

(vii) Provision of locker rooms, practice and competitive facilities;

(viii) Provision of medical and training facilities and services)

(ix) Provision of housing and dining facilities and services;

(x) Publicity.

A recipient which operates or sponsors interscholastic, intercollegiate, club or intramural athletics at the secondary or post-secondary school level shall comply fully with this section as expeditiously as possible but in no event later than three years from the effective date of this regulation.

Subpart E — Discrimination on the Basis of Sex in Employment in Education Programs and Activities Prohibited

§ 86.51 Employment.

(a) *General.* (1) No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination in employment, or recruitment, consideration, or selection thereof, whether full-time or part-time, under any education program or activity operated by a recipient which receives or benefits from Federal financial assistance.

(2) A recipient shall make all employment decisions in any education program or activity operated by such recipient in a nondiscriminatory manner and shall not limit, segregate, or classify applicants or employees in any way which could adversely affect any applicant's or employee's employment opportunities or status because of sex.

(3) A recipient shall not enter into any contractual or other relationship which directly or indirectly has the effect of subjecting employees or students to discrimination prohibited by this Subpart, including relationships with employment and referral agencies, with labor unions, and with organizations providing or administering fringe benefits to employees of the recipient.

(4) A recipient shall not grant preferences to applicants for employment on the basis of attendance at any educational institution or entity which admits as students only or predominantly members of one sex, if the giving of such preferences has the effect of discriminating on the basis of sex in violation of this part.

(b) *Application.* The provisions of this subpart apply to:

(1) Recruitment, advertising, and the process of application for employment;

(2) Hiring, upgrading, promotion, consideration for and award of tenure, demotion, transfer, layoff, termination, application of nepotism policies, right of return from layoff, and rehiring;

(3) Rates of pay or any other form of compensation, and changes in compensation;

(4) Job Assignments, classifications and structure, including position descriptions, lines of progression, and seniority lists;

(5) The terms of any collective bargaining agreement;

(6) Granting and return from leaves of absence, leave for pregnancy, childbirth, false pregnancy, termination of pregnancy, leave for persons of either sex to care for children or dependents, or any other leave;

(7) Fringe benefits available by virtue of employment, whether or not administered by the recipient;

(8) Selection and financial support for training, including apprenticeship, professional meetings, conferences, and other related activities, selection for tuition assistance, selection for sabbaticals and leaves of absence to pursue training;

(9) Employer-sponsored activities, including social or recreational programs; and

(10) Any other term, condition, or privilege of employment.

§ 86.52 Employment criteria.

A recipient shall not administer or operate any test or other criterion for any employment opportunity which has a disproportionately adverse effect on persons on the basis of sex unless:

(a) Use of such test or other criterion is shown to predict validly successful per-

formance in the position in question; and

(b) Alternative tests or criteria for such purpose, which do not have such disproportionately adverse effect, are shown to be unavailable.

§ 86.53 Recruitment.

(a) *Nondiscriminatory recruitment and hiring.* A recipient shall not discriminate on the basis of sex in the recruitment and hiring of employees. Where a recipient has been found to be presently discriminating on the basis of sex in the recruitment or hiring of employees, or has been found to have in the past so discriminated, the recipient shall recruit members of the sex so discriminated against to as to overcome the effects of such past or present discrimination.

(b) *Recruitment patterns.* A recipient shall not recruit primarily or exclusively at entities which furnish as applicants only or predominantly members of one sex if such actions have the effect of discriminating on the basis of sex in violation of this subpart.

§ 86.54 Compensation

A recipient shall not make or enforce any policy or practice which, on the basis of sex:

(a) Makes distinctions in rates of pay or other compensation;

(b) Results in the payment of wages to employees of one sex at a rate less than that paid to employees of the opposite sex for equal work on jobs the performance of which requires equal skill, effort, and responsibility, and which are performed under similar working conditions.

§ 86.55 Job classification and structure.

A recipient shall not:

(a) Classify a job as being for males or females;

(b) Maintain or establish separate lines of progression, seniority lists, career ladders, or tenure systems based on sex; or,

(c) Maintain or establish separate lines of progression, seniority systems, career ladders, or tenure systems for similar jobs, position descriptions, or job requirements which classify persons on the basis of sex, unless sex is a bona-fide occupational qualification for the positions in question as set forth in § 86.51.

§ 86.56 Fringe Benefits.

(a) *"Fringe benefits" defined.* For purposes of this part, "fringe benefits" means: any medical, hospital, accident, life insurance or retirement benefit, service, policy or plan, any profit-sharing or bonus plan, leave, and any other benefit or service of employment not subject to the provision of § 86.54.

(b) *Prohibitions.* A recipient shall not:

(1) Discriminate on the basis of sex with regard to making fringe benefits available to employees or make fringe benefits available to spouses, families, or dependents of employees differently upon the basis of the employee's sex;

(2) Administer, operate, offer, on participate in a fringe benefit plan which does not provide either for equal periodic benefits for members of each sex, or for equal contributions to the plan by such recipient for members of each sex; or

(3) Administer, operate, offer, or participate in a pension or retirement plan which establishes different optional or compulsory retirement ages based on sex or which otherwise discriminates in benefits on the basis of sex.

§ 86.57 Marital or parental status.

(a) *General.* A recipient shall not apply any policy or take any employment action:

(1) Concerning the potential marital, parental, or family status of an employee or applicant for employment which treats persons differently on the basis of sex; or

(2) Which is based upon whether an employee or applicant for employment is the head of household or principal wage earner in such employee's or applicant's family unit.

(b) *Pregnancy.* A recipient shall not discriminate against or exclude from employment any employee or applicant for employment on the basis of pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom.

(c) *Pregnancy as a temporary disability.* A recipient shall treat pregnancy, childbirth, false pregnancy, termination of pregnancy, and recovery therefrom and any temporary disability resulting therefrom as any other temporary disability for all job related purposes, including commencement, duration and extensions of leave, payment of disability income, accrual of seniority and any other benefit or service, and reinstatement, and under any fringe benefit offered to employees by virtue of employment.

(d) *Pregnancy leave.* In the case of a recipient which does not maintain a leave policy for its employees, or in the case of an employee with insufficient leave or accrued employment time to qualify for leave under such a policy, a recipient shall treat pregnancy, childbirth, false pregnancy, termination of pregnancy and recovery therefrom as a justification for a leave of absence without pay for a reasonable period of time, at the conclusion of which the employee shall be reinstated to the status which she held when the leave began or to a comparable position, without decrease in rate of compensation or loss of promotional opportunities, or any other right or privilege of employment.

§ 86.58 Effect of State or local law or other requirements.

(a) *Prohibitory requirements.* The obligation to comply with this subpart is not obviated or alleviated by the existence of any State or local law or other requirement which imposes prohibitions or limits upon employment of members of one sex which are not imposed upon members of the other sex.

(b) *Benefits.* A recipient which provides any compensation, service, or benefit to members of one sex pursuant to a State or local law or other requirement shall provide the same compensation service, or benefit to members of the other sex.

§ 86.59 Advertising.

A recipient shall not in any adversiting related to employment indicate preference, limitation, specification, or discrimination based on sex unless sex is a *bona-fide* occupational qualification for the particular job in question.

§ 86.60 Pre-employment inquiries.

(a) *Marital status.* A recipient shall not make pre-employment inquiry as to the marital status of an applicant for employment including whether such applicant is "Miss or Mrs."

(b) *Sex.* A recipient may make pre-employment inquiry as to the sex of an applicant for employment, but only if such inquiry is made equally of such applicants of both sexes and if the results of such inquiry are not used in connection with discrimination prohibited by this part.

§ 86.61 Sex as a bona-fide occupational qualification.

A recipient may take action otherwise prohibited by this subpart provided it is shown that sex is a bona-fide occupational qualification for that action, such that consideration of sex with regard to such action is essential to successful operation of the employment function concerned. A recipient shall not take action pursuant to this section which is based upon alleged comparative employment characteristics or stereotyped characterizations of one or the other sex, or upon preference based on sex of the recipient, employees, students, or other persons, but nothing contained in this section shall prevent a recipient from considering an employee's sex in relation to employment in a locker room or toilet facility used only by members of one sex.

Subpart F — Procedures (Interim)

§ 86.71 Interim procedures.

For the purposes of implementing this part during the period between its effective date and the final issuance by the Department of a consolidated procedural regulation applicable to title IX and other civil rights authorities administered by the Department, the procedural provisions applicable to title VI of the Civil Rights Act of 1964 are hereby adopted and incorporated herein by reference.

Excerpts from U.S. 'Affirmative Action'Guidelines

Following are excerpts from new guidelines by the Office for Civil Rights in the Department of Health, Education, and Welfare on how colleges and universities should work to eliminate discrimination against women and minorities. (From the Chronicle of Higher Education, 10-10-72)

Legal Provisions

(Executive Order 11246 affirms that) in signing a government contract or subcontract in excess of $10,000 the contractor agrees that it "will not discriminate against any employee or applicant for employment because of race, color, religion, sex, or national origin" and that it will take "affirmative action to ensure that applicants are employed and that employees are treated during employment" without regard to these factors. In the event of the contractor's noncompliance with the nondiscrimination clauses of the contract, or with the rules and regulations of the Secretary of Labor, the contract may be canceled, terminated, or suspended in whole or in part and the contractor may be declared ineligible for further government contracts.

Nondiscrimination requires the elimination of all existing discriminatory conditions, whether purposeful or inadvertent. The contractors must also ensure that the practices of those responsible in matters of employment, including all supervisors, are nondiscriminatory.

Affirmative action requires the contractors to do more than ensure employment neutrality with regard to race, color, religion, sex, and national origin. As the phrase implies, affirmative action requires the employer to make additional efforts to recruit, employ, and promote qualified members of groups formerly excluded, even if that exclusion cannot be traced to particular discriminatory actions on the part of the employer."

Goals and Timetables

Goals are projected levels of achievement resulting from an analysis by the contractor of its deficiencies, and of what it can reasonably do to remedy them, given the availability of qualified minorities and women and the expected turnover in its work force.

If the contractor falls short of its goals at the end of the period it has set, that failure in itself does not require a conclusion of noncompliance.

If the goals were not met because the number of employment openings was inaccurately estimated, or because of changed employment market conditions, or the unavailability of women and minorities with specific qualifications needed, but the record discloses that the contractor followed its affirmative action program, it has complied with the letter and spirit of the executive order.

If, on the other hand, it appears that the cause for failure was an inattention to the nondiscrimination and affirmative action policies and procedures set by the contractor, then the contractor may be found out of compliance. When used correctly, goals are an indicator of probable compliance and achievement, not a rigid or exclusive measure of performance.

The affirmative action concept does not require that a university employ or promote any persons who are unqualified. The concept does require, however, that any standards or criteria which have had the effect of excluding women and minorities be eliminated, unless the contractor can demonstrate that such criteria are conditions of successful performance in the particular position involved.

Personnel Policies

An employer must establish in reasonable detail and make available upon request the standards and procedures which govern all employment practices in the operation of each organizational unit.

There are real and proper limits on the extent to which criteria for academic employment can be explicitly articulated; however, the absence of any articulation of such criteria provides opportunities for arbitrary and discriminatory employment decisions.

In both academic and nonacademic areas, universities must recruit women and minority persons as actively as they have recruited white males.

For faculty and administrative appointments, disciplinary and professional associations, including committees and caucus groups, should be contacted and their facilities for employee location and referral used.

It should be noted that a contractor is required to make explicit its commitment to equal employment opportunity in all recruiting announcements or advertisements.

Once a nondiscriminatory applicant pool has been established through recruitment, the process of selection from that pool must also carefully follow procedures designed to ensure nondiscrimination. In all cases, standards and criteria for employment should be made reasonably explicit, and should be accessible to all employees and applicants.

In the area of academic appointments, a nondiscriminatory selection process does not mean that an institution should indulge in "reverse discrimination" or "preferential treatment" which leads to the selection of unqualified persons over qualified ones.

Policies or practices which prohibit or limit the simultaneous employment of two members of the same family and which have an adverse impact upon one sex or the other are in violation of the executive order.

A contractor's policies and practices on promotion should be made reasonably explicit, and administered to ensure that women and minorities are not at a disadvantage.

The executive order requires that universities adhere carefully to the concept of equal pay for equal work.

An institution should set forth with reasonable particularity criteria for determining salary for each job classification and within each job classification. These criteria should be made available to all present and potential employees.

Pregnancy and childbearing must be considered as a justification of a leave of absence for a male employee regardless of marital status, for a reasonable length of time, and for reinstatement following childbirth without loss of seniority or accrued benefits.

Serious consideration is now being given to revising the Labor Department guide lines (which set the basic rules for implementing executive order 11246) to equate disabilities caused by pregnancy and childbirth with all other temporary disabilities for which an employer might provide leave time, insurance pay, and other benefits.

Grievance Procedures

The Equal Employment Opportunity Commission has jurisdiction over individual complaints of discrimination by academic as well as non-academic employees of educational institutions.

Class complaints, groups of individual complaints, or other information which indicates possible institutional patterns of discrimination (as opposed to isolated cases) will remain subject to investigation by the Office for Civil Rights.

Institutional grievance procedures which provide for prompt and equitable hearing of employee grievances relating to employment discrimination should be written and available to all present and prospective employees.

Affirmative Action Procedures

An administrative procedure must be set up to organize and monitor the affirmative action program.

An executive of the contractor should be appointed as director of equal employment opportunity programs, and he or she should be given the necessary top management support and staffing to execute the assignment.

To design an effective affirmative action plan the contractor must first establish a basic data file on its employees including name or identification number, sex, ethnic identification, current salary, current job, family and title, years in current job, and employment status.

A unique aspect of equal employment opportunity under the executive order is the required compilation of availability data on women and minorities for use as a measure of the contractor's equal employment opportunity. For academic employees the basic national data on earned doctoral degrees will provide the basis for a utilization analysis of a contractor's work-force, unless the contractor can otherwise demonstrate that the labor market upon which it draws is significantly different from this base.

For example, some institutions appoint a large number of new faculty from a particular group of graduate schools; such institutions may use data obtained from these schools to determine the availability of women and minorities.

The next step for the contractor is to compare the number of women and minorities in its current workforce with their availability in the market from which it can reasonably recruit.

Goals should be set so as to overcome deficiencies in the utilization of minorities and women within a reasonable time. In many cases this can be accomplished within five years; in others more time or less time will be required.

Goals may be set in numbers or percentages.

Memorandum to College and University Presidents (Excerpts) December 1974 (U.S. regulations)

The Office for Civil Rights (OCR) has responsibility for the enforcement of Executive Order 11246, as amended, with respect to employment at colleges and universities which hold Federal contracts. Under the Executive Order, Federal contractors, including institutions of higher education, are prohibited from discriminating against any person on the basis of race, color, religion, sex, or national origin in recruitment, selection, promotion and any other employment practices and procedures. Further contractors are required to "take affirmative action to ensure that applicants are employed, and that employees are treated during employment, without regard to their race, color, religion, sex, or national origin."

Such affirmative action should be designed to expand employment opportunities for women and minorities and to eliminate those policies and practices which have had the effect of excluding or limiting female and minority group employment.

Further, under Title VI of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972, educational institutions which are recipients of Federal financial assistance must ensure nondiscrimination on the basis of race, color, or national origin.

Title VI prohibits employment discrimination only to the extent that such discrimination tends to exclude individuals or deny them the benefits of Federal financial assistance. With certain exceptions, Title IX prohibits discrimination based on sex in federally assisted education programs or activities. It extends to all employment practices of a covered institution.

At the outset, certain general principles should be made clear. Colleges and universities are entitled to select the most qualified candidate, without regard to race, sex, or ethnicity, for any position. The college or university, not the Federal Government, is to say what constitutes qualification for any particular position. No single appointment will be objected to where those not appointed are less well-qualified than the candidate actually selected.

I. Recruitment for employment vacancies must be undertaken without designation or identification by race, sex, or ethnicity.

In recruiting for employment vacancies, a contractor must make an explicit statement of its commitment to equal employment opportunity in all recruiting announcements and advertisements, and it may do so by specifying that it is an "equal opportunity employer."

A major purpose of the affirmative action provision of the Executive Order is to broaden the pool of applicants so that women and minorities will be considered for employment along with all other applicants. The affirmative action process must not operate to restrict consideration to minorities and women only.

It would, be unacceptable to state that "women and minorities are preferred" or "this is an affirmative action position." Status as a member of any specific group should not be mentioned in any advertisement as preferred.

The type of announcement which identifies the category of applicants who will be considered on the basis of race and/or sex would be unacceptable because it has the effect of discouraging the candidacy of other categories of persons.

It has been suggested that a position might be designated on the basis of race or sex in order to meet an employment goal. This would be in violation of the nondiscrimination provisions of the Executive Order.

It is improper to suggest or to act on the assumption that Federal affirmative action provisions require that any particular position be filled by a woman or minority person.

Goals set by affirmative action regulations are good faith estimates of the expected numerical results which will flow from specific affirmative actions taken by a college or university to eliminate and/or counteract factors in the university's employment process which have contributed to underutilization of minorities and women in specific job categories or resulted in an adverse disproportionate impact in terms of promotion, compensation and training of currently employed minorities and women. They are not rigid and inflexible quotas which must be met. Nor should a university strive to achieve goals as ends in themselves, for "(n)o contractor's compliance status shall be judged alone by whether or not he reaches his goals and meets his timetables. Rather, each contractor's compliance posture shall be reviewed and determined by reviewing the contents of his program, the extent of his adherence to this program, and his good faith efforts" (41 Code of Federal Regulations, Sec. 60-2.14, known as "Revised Order No. 4")

Giving exclusive consideration to candidates on the basis of race is a violation of the Executive Order.

Job requirements themselves (ability to relate to students, special insights, etc.) do not limit the applicant pool on the basis of race and do not by their own terms prohibit non-minorities from applying or being employed.

II. If an institution has failed to follow its affirmative action recruitment procedure or if its recruitment efforts do not yield an expanded applicant pool, the recruitment period for all candidates may be extended.

The **Guidelines,** set forth a specific framework to which the recruitment process should conform. An institution or institutional department must develop a nondiscriminatory applicant pool from which hiring decisions are made, and failure to do so constitutes a violation of the Executive Order.

The obligation to take specific steps to recruit applies even in instances where a university has not previously made a practice of active recruiting.

In carrying out an affirmative action plan, the period for recruitment may be extended, particularly where a utilization analysis indicates that the percentage of women and minorities recruited is substantially less than the percentage of qualified women and minorities available in the work force. In such cases, additional positive recruitment efforts may be undertaken to broaden the applicant pool to include qualified women and minorities. OCR would approve (but not require) the decision to keep open competition for the position. But it must be emphasized again that nothing in an affirmative action plan requires the employment of any specific number of women or minorities.

III. Job requirements must be applied uniformly to all candidates without regard to race, color, sex, religion, or national origin.

The **Guidelines** stress the need for standardized employment practices that minimize the opportunity for arbitrary and/or discriminatory hiring decisions. It is not intended that affirmative action should result in a dilution of standards in order to attain the objectives of the Executive Order.

The Executive Order does not require that job requirements be waived or lowered in order to attract women and minority candidates. It expressly forbids differential standards based on race, color, sex, religion or national origin. Further, it requires that once valid job requirements are established, they must be applied equally to all candidates. It is discriminatory for such requirements to be applied selectively on the basis of race, color, religion, sex, or national origin.

IV. A job requirement which results in a disproportionate impact upon minorities and/or women can be maintained only if it is job-related.

As the **Guidelines** make very clear, the Executive Order does not require an institution to eliminate or dilute legitimate employment standards by which to measure prospective employees. On the other hand, no standards or criteria which have, by intent or effect, worked to exclude women and minorities as a class can be utilized, unless the institution can demonstrate the necessity of such standards to the performance of the job in question.

V. A university is required to obtain information on the race, sex, and ethnic identity of applicants for employment.

The Executive Order establishes the principle that Federal contractors, including colleges and universities, are required to collect and maintain data on the race, sex and ethnic identity of all applicants for employment.

The collection and analysis of such data is recognized as an essential means of providing both the institution and the Federal Government with the information necessary to monitor the compliance posture of the institution. In the case of universities and colleges, the collection of such data is particularly essential for the workforce analysis. Each institution must adopt safeguards to ensure that such information cannot be used as a basis for discrimination.

Preserving the anonymity of applicants in the collection of applicant flow data can be accomplished by gathering the requisite race, sex, and ethnic data separately from the application form. Furthermore, applicants should be instructed not to identify themselves by name or number on this form. If the institution wishes to determine applicant response for a particular position, the data form may be coded by position, as long it does not individually identify any applicant.

This document is intended to help clarify areas of confusion which have arisen during the implementation of contractor requirements set forth in the Executive Order regulations. This Memorandum should be circulated among all members of your administrative staffs. Experience of the recent past seems to indicate that much of the existing confusion over affirmative action requirements has resulted from an absence of clear lines of communication concerning Federal regulations. It is most important that all officials charged with recruiting and hiring responsibilities have a clear understanding of the **Higher Education Guidelines** and that they ensure that institutional employment conform to the provisions of those **Guidelines.**

Major Organizations Dealing with the Status of Women

The Advisory Council on the Status of Women was established in June 1973 to implement the recommendations of the Royal Commission on the Status of Women. Its mandate is to make policy recommendations to the federal government on anything pertaining to the status of women which falls within the federal jurisdiction.

Katie Cooke, Chairman
Advisory Council on the Status of Women
63 Sparks Street
Ottawa, Ontario
K1P 5R5

Only four of the provincial governments have so far established officially similar councils, and Nova Scotia has recently established a Task Force.

Prince Edward Island
Beatrice Reeves, Chairman
P.E.I. Status of Women Council
R.R. #1
Charlottetown, P.E.I.
C1A 7N8

Québec
Laurette Robillard, Présidente/Chairman
Conseil du Statut de la Femme/Québec Status of Women Council
100, Place d'Youville, Suite 610
Québec, P.Q.
G1A 1G4

Ontario
Laura Sabia, Chairman
Ontario Status of Women Council
801 Bay Street, 3rd floor
Toronto, Ontario
M5S 1Z1

Saskatchewan
Margaret Harris, Chairman
Saskatchewan Council on the Status of Women
302 Lake Crescent
Saskatoon, Saskatchewan
S7H 3A2

Nova Scotia
Mairi McDonald, Chairman
Nova Scotia Task Force on the Status of Women
c/o Department of Continuing Education
Mount St. Vincent University
Halifax, Nova Scotia
B3M 2J6

Federal
Sylva Gelber, Director
Women's Bureau
Canada Department of Labour
Ottawa, Ontario
K1A 0J2

Québec
Laurette Robillard, Présidente/Chairman
Conseil du Statut de la femme/Québec Status of Women Council
100, Place d'Youville, Suite 610
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Ontario
Marnie Clarke, Director
Women's Bureau
Ministry of Labour
400 University Avenue
Toronto, Ontario M7A 1T9

Manitoba
Mary Eady, Director
Women's Bureau
Manitoba Department of Labour
241 Vaughan Street
Winnipeg, Manitoba R3C 1T5

Saskatchewan
Mary Rocan, Chief
Women's Division
Department of Labour
2350 Albert Street
Regina, Saskatchewan S4P 2Y5

Alberta
Catharine Arthur, Director
Alberta Women's Bureau
204 Legislative Building
Edmonton, Alberta T5K 2B6

British Columbia
C.K. Waddell, Director
Women's Bureau
Department of Labour
411 Dunsmuir Street
Vancouver, British Columbia
V6B 1X4
and
Gene Errington, Co-ordinator
Status of Women
Office of the Planning Advisor to Cabinet
Legislative Building
501 Belleville Street Victoria, British Columbia V8V 1X4

LETTERS

LETTRES

No to faculty unions

Sir:

The revelations of Professors Savage and Unger in your Letters column prompt me to make a full and public confession.

It is true that I have been 'quite a prolific contributor' to UNB Perspectives. I wrote a personal opinion piece on collective bargaining last September and followed with two letters to the editor, commenting on sundry replies by Professors Rose, Meagher and Unger.

It is true (as noted in my Perspectives article) that I worked for AUCC from 1967-1971 and for the AAU from 1971 to date, and I was secretary and a member of the AUCC committee on academic freedom, 1968-1974.

It is true that I have never been a member of faculty at any university. In fact, I have no degree at all, a secret known to only a few hundred persons in higher education (including Percy Smith and Edward Monahan, to whom I confessed shortly after joining the AUCC).

Having established my non-qualifications, let me continue to preach objectivity. First, however, some notes on the article to which Professor Unger referred.

The thrust of my argument was that market conditions of supply and demand worked very much in faculty's favour from 1955-1970. There was an almost overnight reversal in the early 70's and this unfavourable situation is likely to continue until at least 1990. The demography of the professoriate (**University Affairs,** March 1974) indicates a very low retirement rate for the next 25 years. We know the traditional full-time student pool will shrink during the 1980's.

I argued that collective bargaining was not consistent with the university ethos; that it would undermine the Duff-Berdahl gains; and that it would bring faculty into direct contact with increasingly unsympathetic governments.

The CAUT secretariat and Professor Unger would dispute those points but they are the kind of objections raised by academics who oppose collective bargaining for faculty.

The **CAUT Bulletin** over the past few years has virtually ignored the adverse side of the collective bargaining debate. The special report last September had a dozen articles or book reviews on collective bargaining, four of them by Professor Savage and all basically favourable. I was pleased to see an article by John Crispo in your May edition — although Professor Savage could not restrain his desire to put a moderate in his place, cramming Professor Thompson into tiny type to do so.

Professor Savage notes that I am parti pris. But consider what the 'parti pris' AUCC academic freedom committee did to stimulate objective discussion on collective bargaining. The committee took the initiative to launch the Adell/Carter study, still one of the best in North America. The researchers warned us that they believed collective bargaining to be inevitable. Although the committee disagreed, we asked them to go ahead since we were convinced they would do a good study. The CAUT declined to co-sponsor, unless it had the right to veto publication.

Yours sincerely,

Jeffrey Holmes

Unions not "adversarial"

Sir,

In his article in the **CAUT Bulletin** (May, 1975) John Crispo identifies what he sees as the potential disadvantages of collective bargaining in universities. More needs to be said concerning each of these.

Loss of Collegiality

Crispo correctly calls this a psychological barrier. What he does not say is that no labour union operates consistently at the adversarial level. To do so would be suicidal. All workers are aware that they are dependent for their jobs upon the efficiency of the plant in which they work. Where there is a clear conflict of interests, as there usually is in contract disputes, an adversarial position is appropriate. In most other matters, cooperation is essential.

The Lowest Common Deminator

If one were convinced that promotions and salary increases were awarded to professors on the basis of merit, there might be some basis for objecting to a "rigid, lock-step salary scale." To argue that benefits should go only to a few, one must be certain that the few are the most deserving. However, a labour-management contract may provide guidelines for promotion and merit increments and also for appeal procedures. Crispo's point, of course, is that in a faculty union the majority would favour automatic rather than merit increments so as to drag "everyone else down to its level." There can be little objection to the proposition that those who distrust the democratic process will, and perhaps should, oppose unionization, but how this can be viewed as a barrier to unionization is difficult to imagine, as the issue is one that must be decided by the majority rather than by an entrenched, self-styled elite.

The Possibility of Work Rule and Work Load Concessions

Crispo should have linked this to the loss of collegiality as "imagined, irrelevant, meaningless, and even romantic." Its incidence in strong labour unions is so small that it can be ignored. After all, unions are in the business of improving working conditions, not making them worse.

The involvement of Third Parties

Final decisions will be made by third parties only in the cases of binding arbitration of contract disputes, or of grievances. The question is not whether or not this involvement is desirable but whether there is any other possible means of solution when the faculty objects to a management decision.

LETTERS, cont'd on p. 42.

AUCC record examined

Sir:

Mr. Holmes still refuses to address himself to one of the central questions. I asked him why the various organizations to which he belongs (AUCC, AAU) which are now so anxious to promote collegiality, Duff-Berdahl and the like, in fact, incorporate in their membership a long list of universities who opposed and still do oppose genuine collegiality and the recommendations of the Duff-Berdahl Report. Why hasn't Mr. Holmes promoted these changes through the AAU? It is easy to praise collegiality when you have the rule of academic bureaucrats.

As for the AUCC committee on academic freedom, I am not aware of any case in which it has assisted any individual professor who has been victimized by his university. I presume this indicates a state of perfection in Canadian universities clearer to Mr. Holmes and his colleagues than to most other academics.

The CAUT did for a number of years have a suspicion of joint studies with the AUCC. This arose from the study of university costs which the AUCC insisted on publishing despite the deficiences of the statistics thus forcing us to put in a caveat at the beginning of the book. We were assured that no one would take the figures too literally which, of course, they did. We also had some difficulty in joint discussions of the Policy Statement on Academic Freedom and Tenure when AUCC resolutely opposed the idea of arbitration in the case of dismissals for cause. Thus our caution on joint studies. We were certainly glad that AUCC commissioned the Adell/Carter study and we hope that they will publish any additional studies they might make as CAUT has done. I am sure that a pool of public information will indeed ensure that collective bargaining will be conducted more rationally than it otherwise would be.

Donald C. Savage

"Pique" no rebuttal

Sir:

It appears that Mr. Holmes has found a new outlet for his writings now that U.N.B. Perspectives has ceased operations for the summer.

I note with pleasure that Mr. Holmes has verified the statements in my previous letter. I do detect, however, a note of pique in Mr. Holmes' rebuttal, brought on by Dr. Savage's and my "revelations". Mr. Holmes should recognize that while Percy Smith and Ed Monahan are undoubtedly two of your most illustrious readers your total audience consists of some 17,500 individuals who may be interested and are certainly entitled to know the background of someone who accuses CAUT of "half truth" and "innuendo". Mr. Holmes must also recognize that he is liable to be held accountable for all his writings not just those items which he chooses to quote.

In my communications to you and to U.N.B. Perspective I did not advocate for or against collective bargaining. I do however resent the Executive Director of AAU presenting himself as having the best interests of faculty in mind:

> "I submit that it is in the best interests of faculty to live with realities of the past and present rather than to pursue the chimera of collective bargaining". (UNB Perspectives Nov. 4, 1974).

I equally resent Mr. Holmes telling me what I ought to be contented with:

> "I cling to the naive hope that university professors will be satisfied with a comfortable standard of living, so long as they are free to teach and carry out research"

(ibid). Mr. Holmes is entitled to his opinions as to whether or not we get our proper share out of the economy, but he is not entitled to tell us with what we ought to be satisfied.

Sincerely yours,

I. Unger

Department of Chemistry
University of New Brunswick

Women Ph.D's Underpaid and Underemployed

Women, men and the doctorate. Centra, J.A. Educational Testing Service. Princeton, N.J., 1974. 1-214.
Report on Academic Women, The Senate Task Force on the Status of Women. The University of Alberta Senate, 1975. 1-69.

The common link connecting the Canadian report on the status of women academics carried out at the University of Alberta to its American counterpart is the noteworthy finding that disparities exist in salary, rank, and tenure between male and female academics. These inequities are all central in firmly establishing one's status within the academic community. A primary difference between the two reports is that the Alberta document reflects the woman's dilemma in a microcosm, whereas the American study probes more extensively the pervasive nature of the problems faced by women Ph. D's across the United States.

The recent findings of the University of Alberta study mirror and underscore those recorded by other academic institutions in various Canadian provinces. For example, the 1972 University of British Columbia report determined the existence of salary and rank discrimination against women, and more recently (1974) salary anomalies were discovered and some attempts made to rectify them at University of Toronto. Basically, the findings of the Alberta study are in alignment with those of Rosenbluth and Holmes (1967) which examined the structure of Canadian academic salaries.

The male-female salary differential at the University of Alberta is $1,336 favoring male faculty with the same characteristics as female faculty i.e., age, number of years in university, highest degree attained, contractual terms with the university, and faculty. It is of particular concern to note that the Faculties of Dentistry and Medicine demonstrated the highest discrepencies ($3,179), whereas the Faculty of Education had a relatively meager $533 differential.

Of equal interest is the finding that when rank is excluded as a characteristic and all other characteristics remain the same, then the salary differential favoring males rises to $2,661. This finding suggests that females with similar characteristics to their male counterparts maintain lower ranks. In addition, one and one half times more men than women are established in regular appointments, and twice as many women as men hold temporary or sessional appointments.

It appears also, that women are grossly underrepresented on important committees from various bodies within the university (Executive, Tenure Appeals and Promotion and Salaries Appeals). The authors indicate, nonetheless, that females are rather overrepresented on two committees i.e., Housing and Food Services and Stress Within the University. Females, then, can be viewed as having little impact on the decision making process within the university other than in their traditional role as "housekeepers."

A methodological limitation of the statistical enquiry carried out by Dr. Mehra in the Alberta study is that such factors as research and publication, prior experience, administrative and supervisory work were not accounted for in the design. Although Dr. Mehra lauded the importance of these factors on the one hand, he concluded on the other that the difficulties in defining terms of reference and in collecting necessary information mitigated against dealing with these issues. It is clear that a purely quantitative analysis of publications was summarily dismissed.

On the contrary, the American study undertook the task of examining male-female differences in the area of publications. A brief comment was made concerning the troublesome issue of "quality vs quantity"; however, quantity was selected as the practical variable for purposes of analysis. This willingness to broach the problem netted the interesting discovery that males (Americans) outstripped their female counterparts in terms of *quantity* of research. There was some indication however, that when the publication records of unmarried females were compared to unmarried males this sex difference disappeared. Nonetheless, the sex difference in the publication area is an important one in that universities traditionally have used the number of publications produced by academics as a measuring stick for success; thus tying merit increments in salary and movement through the ranks to quantitative data. Regardless of what one may feel about the appropriateness of such a criterion measure, the reality remains that the publication factor must be dealt with in any fully adequate analysis of sex discrimination within the academic community.

The study carried out by John Centra with the assistance of Nancy Kuykendall is of special interest because a large matched sample of females and males (year, field, and institution) was drawn from all areas of the United States where Ph.D.'s are given, and because it focused on three time periods i.e., 1950, 1960, and 1968. Remarkably, 80 percent of the respondents completed the questionnaire. Moreover, the researchers painstakingly obtained a random sample of non-respondents who were queried by letter and telephone regarding current employment status and the extent of their employment since having obtained the doctorate. As expected it was found that non-respondents tended to have higher unemployment rates than respondents who completed the full questionnaire.

Although broader in its scope, the American investigation produced results similar to those of Canadian studies reported over the last five to eight years i.e., discriminatory policies have led to salary, rank and tenure differentials between male and female academics. In addition, the American research provided figures of considerable interest concerning employment patterns of Ph.D.'s. For example, women were employed 78 percent of the time since receiving the Ph.D., whereas men were employed 95 percent of the time. The 78 percent figure for females may be inflated somewhat in that non-respondents tended to be unemployed. In addition, women tended to fill part-time positions (9 percent as compared to 1 percent for men). It should be noted that most doctorates were employed in colleges and universities with women being employed more frequently than men in four year colleges and two year colleges. This tendency of females to be absent from the university community was particularly noticeable in the physical sciences and in the humanities. There was a shift in this pattern in 1968 suggesting that universities may be responding to pressures to hire qualified women.

Another interesting finding in the physical sciences was that private industry employed approximately 40 percent of the men and only 10 percent of the women graduates. As the author suggests, it is open to conjecture whether women have chosen to be underrepresented in industry, instead preferring the academic life, or whether companies have discriminated against women in their hiring and promotion practices.

The finding that more women than men Ph. D.'s indicated an interest in teaching as a major activity leads to the question of whether or not rewards will be forthcoming in this area for women. In that universities recently have given only "lip service" to the importance of instructional competence and traditionally have valued research and publication suggests that rewards for teaching excellence will not be likely in the near future.

Another variable analyzed in the Centra study was involvement in and attitudes toward women's rights. Not surprisingly, women indicated more concern regarding women's rights; however, the male-female differences were largely attributable to the pro women's rights position adopted by the more recent female Ph.D.'s (1968). Paradoxically, the older men tended to express concern for and be actively involved in working toward women's rights, whereas the younger male graduates were less involved. As was pointed out in the study these males apparently felt themselves to be in comptetition with females for jobs.

Nancy Kuykendall undertook the difficult task of establishing a summary of the comments made by respondents in an open remark section of the American questionnaire. The main concerns focused on were dual role responsibilities (43 percent) and sex discrimination (57 percent). From the respondents' comments on home and family responsibilities the author drew the following conclusion, "(that) there was the tacit assumption that the *woman's* place was after all, in the home... Many of them (women Ph.D.'s) objected to the fact that the burden of the home rested on them, but few expected it to be otherwise." Perhaps there is reason to believe, however, that women themselves will become more responsive to lifestyles where the assumption is that family responsibilities (childrearing and housekeeping) can be shared by females and males.

In conclusion, this large scale survey sponsored by the Graduate Record Examinations Board has provided a unique comparison of American female and male Ph.D.'s from three time periods. Comprehensive discussions centered on general employment patterns as well as specific employment issues within academe, publication rates and income, job satisfacton, marital and family life conditions, graduate school experiences and lastly, attitudes toward women's rights.

On the other hand, the University of Alberta Senate Task Force undertook what they described as a "three-pronged approach" to the study of academic women. They developed a questionnaire to tap attitudes of academic staff as well as providing for personal interviews. Thirdly, a statistical enquiry was prepared by Dr. N. Mehra of the Office of Institutional Research and Planning the results of which have been commented upon above. Findings based on this three pronged approach to data col-

Cont'd on p. 31

Fuss and Feathers

Women in Higher Education. American Council on Education. 1974.

Women in Higher Education, a product of the Fifty-fifth annual meeting of the American Council on Education held in 1974, is one of those distressing books from which one learns nothing new.

One finds that McGeorge Bundy's turgid obfuscation at least has the merit of characterizing most of the book when he approvingly notes: "Earl Chest tells me it is an axiom of sociology that it is a sure sign of progress when discussion shifts from the ideological to the technical." The book is so "technical" that most of the articles cite facts and arguments so generally known as to be clichés, although this information might indeed be news to "the members of this particular audience (who) would not be here if they did not have some influence on education." Ms. Peterson, President of Barnard College, must mean "respectable" influence, for the notables occupying space during this conference were running for cover when the "ideological," "non-technical," women were locking the .1 up in administration buildings in order to get their attention. Now that the coast is clear of the radicals and revolutionaries it has become nearly obligatory for female senior academics to be Women's Libbers — technicians, mind you, not ideologues! Whatever the unctous congratulations of the likes of McGeorge Bundy (who, you will be fascinated to know, has been a male for "some time") for respectable "technicians", (Women's Lib's "end of ideology" one assumes), ideology is the keynote. **Women in Higher Education,** while presuming to speak for "women" is in fact a book by and for upper middle class professional women. One woman whose reflections on her student women's lib days is included, notes that she has become an "administrative assistant to the special assistant to the president on the education of women." We are thus informed on the real subject of this book: careers and career maximization for professional women. That is the ideology in this book, and ideology of almost **no** utility whatsoever to the struggle for the emancipation of women — most of whom are working class and will never grace the halls of University.

Two articles at least mention social class, Cross' "The Woman Student" and Stimpson's "Conflict, Probably; Coalition, Possible: Feminism and the Black Movement." Stimpson's piece is marred by a persistent moralism which betrays ignorance of the conditions of poor white women and women of the lower white working class. Stimpson's inability to distinguish class problems as important to Black Women (e.g. referring to Blacks and women as "classes") is part and parcel of her inability to realize that Angela Davis was not the only woman in jail where the matrons are white — so are poor, white women.

Of most interest to readers of the *CAUT Bulletin* are the last two pieces: O'Niel's "Autonomy and Mythology: the Need for Neutral Principles", and a reply by Bernice Sandler "Affirmative Action on the Campus: Like It Or Not, Uncle Sam Is Here To Stay." Sandler's reply to O'Niel concisely identifies the very heart of the real problem in Universities as they exist (as against what we should like them to be) when she observes:

> "What is at stake is not the hiring of lesser qualified persons, but a very real economic threat: **for every woman or minority person hired, one white male is not hired."**

Sandler neatly pins O'Niel with the real problem. Male academics will discriminate against women out of self-interest; however that self-interest is rationalized or mystified. The struggle of professional women for equal access to the professional job market will be as long and difficult in Canada as in the United States. As the academic job market contracts, competition will become more severe and the old adage concerning "women's place" (which has the merit of being true) will be the order of the day: women are the last hired and the first fired. **Women in Higher Education** offers us no practical guidance. "Affirmative action" in American universities is so blatant an exercise in hypocracy and tokenism that one assumes all the fuss in this collection is really an exercise in the art of co-optive propaganda: look at all this "concerned" much ado about nothing! Technical fuss and feathers to hide ideological and political capitulation.

Marlene Dixon

Barriers to Graduate Education

Graduate and Professional Education of Women: Proceedings of a conference sponsored by the American Association of University Women in Cooperation with the Association of American Colleges and the Cooperative College Registry. Washington, D.C. AAUW. 1974.

This report opens with a statement of the specific objectives selected for the conference:

1) To identify problems and issues in the graduate and professional education of women.
2) To recommend solutions to problems in the admission of women to graduate and professional schools and to suggest specific strategies for change and improvement.
3) To identify model programs in various disciplines and methods which have been successful in enhancing opportunities for woman in graduate and professional education (p. iv).

The first two of these objectives are treated in some detail, while the third is addressed in a short review of the literature on the status of graduate and professional education of women in the United States and selected bibliography.

The problems and the solutions examined by the conference participants revolved around three of the major issues that concern Canadian women in higher education just as vitally: the proportionately small number of women who are in higher education, particularly in those activities associated with the generation of new knowledge; the barriers to entrance represented by quota policies, particularly in law and medicine; and certain requirements of graduate faculties, particularly in terms of residence and age, that militate against women whose home responsibilities may make necessary a different orientation to the time schedule customarily allowed in the preparation for careers in higher education. It is of particular interest, for example, to compare the contents of this report with the reports on research, courses in women's studies, and reviews of publications available in the **Canadian Newsletter of Research on Women.**[1]

The American Association of University Women has performed a worthwhile service by compiling and disseminating the reports of the papers prepared for their 1974 conference. The book provides comparative and recent information useful for those undertaking an investigation of women's achievements and failures in higher education. It does not, however, address itself very profoundly to such controversial matters as affirmative action legislation, or to the serious lack of research activity by women within the established disciplines.

Naomi Hersom

[1] Published by the Department of Sociology, University of Waterloo.

Nernst: A Passion for the Unknown

The World of Walther Nernst: The Rise and Fall of German Science by K. Mendelssohn. Macmillan. London. 1973. 191 pgs., illustrated, price $11.50.

W.H. Nernst was one of the Germain founders of modern physical chemistry. The centennial celebration of his birth provided the incentive for this fascinating book. Its author was a pupil of Nernst and experienced, like him, much of the spectacular rise and fall of German science during the first half of this century.

After discussing the political and industrial background of 19th century Germany, the early years of Nernst's life and school education, leading to his special interest in chemistry, are vividly recalled.

The new spirit of learning and scholarship found in German universities are lucidly sketched in two chapter of this biography. After a university appointment at Gottingen in 1890, Nernst's scientific talents come to fruition when an institute was created especially for him. He announced his famous heat theorem, or third law of thermodynamics shortly after moving to the University of Berlin, and for this brilliant work he was awarded the Nobel Prize for Chemistry in 1920. For about ten years he was Director of the famous Institute of Experimental Physics, where much outstanding research was carried out. He retired in 1933 when Hitler came to power.

The subsequent degradation of learning under the Nazis is treated in the later chapters of the book. The loss of liberty and learning in Germany included the dismissal of about 3,000 "non-aryan" professors from the universities and a much greater number of persons in government and industrial establishments. The resulting overall decline of German science teaching and research, the burning of books and other Nazi perversions led to a 50% decrease in the number of full-time students at German universities by the beginning of the Second World War.

Nernst was a versatile person with a passion for exploring the unknown and an appreciation of the technical usefulness of his discoveries. He had wide interests, and not only scientists but also artists and authors were among his friends.

The first detailed biography of Nernst and his times can be warmly recommended to all those interested in the history of German science and its political environment during the last one hundred years.

G.G. Meyerhof

The University on Trial: Bastions of Orthodoxy

The University on Trial: A Symposium held on the Occasion of the Centennial Celebrations of the University of Canterbury (Christchurch, New Zealand, 1973: University of Canterbury Publication No. 20). 74 pp., $2.95 plus postage.

These brief papers provide a fairly lively and manageable introduction to the difficulties encountered by university people when they try to clarify the purposes and values of their institutions. Although this symposium was inspired by the centenary of a New Zealand university, the contributors (and critics who were ready with commentaries) did not confine themselves to particular historical developments in the South Pacific. They addressed many of the controversial issues that continue to perplex the professoriat in the English-speaking countries.

Some history was necessary for the occasion, and it was provided in a graceful essay by J. Steven Watson, Principal of St. Andrews in Scotland, who suggested that the growth of a new society almost required the founders of New Zealand's university to adopt a Scottish model for a broadly-based degree available to the many. The more innovative among the founders rejected "the limp and supercilious English approach" which conceived universities to be the nurseries of future rulers whose genteel, godly, and refined qualities would elevate them above the common folk.

In presenting their views of the good university, the speakers canvassed the usual, sometimes conflicting, alternatives: the university as conglomerate of specialized research, teaching, and service; the university as repository of that which is deemed to be high culture; the university as knitted community of teachers and students stimulated by their shared vision and warmth. We have heard it all in our lunch rooms and faculty meetings.

James A. Perkins, who had his troubles with student insurgents in the mid-sixties, while he was president of Cornell, argues that disillusionment awaits those who hope to make the university into an effective instrument of social reform. Universities, claims Perkins, are not organized as institutions to render moral judgments on social practice and to press policies upon other social institutions. At their best, university people articulate alternatives which other groups can take up. The critic of Perkins' paper properly reminded the audience of the American atmosphere of activism which shaped Perkins' attitudes, and then politely but firmly pointed out that some American university administrators and professors had indeed aligned their programs with social policies, albeit counter-revolutionary ones conceived jointly with the Defense Department. Perkins has some difficulty recognizing this kind of social policy; many university students in the 1960's did not.

In an astringent and provocative paper, Charles Carter, Vice-Chancellor of the University of Lancaster, disposes of the weak arguments for the university as good business investment. It would seem hard to dispute his contention that much of the research and training undertaken by universities could easily be done in specialized technical institutes or "on the job." Professors, Carter observes, are usually loath to admit "an upper limit to the economic necessity" of higher education because to do so would deprive them of an important political argument for their own interests. More than any other contributor, Carter is disturbed by the tendency of universities to confirm and reinforce the social privileges of their professors and graduates. Carter's critic, Sir John Crawford of Australia, found this emphasis "negative", saying that he had "gained a too strong impression of universities as places serving only the sons (and daughters now) of the well-to-do..."

As might be expected, all of the contributors praise the well-educated person, the person with an inquiring mind and an appreciation for the true and the beautiful. Unsurprisingly, they conclude that universities do nurture such persons. This is because, as Dr. Perkins assures us, professors are independent persons who "think otherwise" and faculties are notoriously prone to dissent.

Anyone who has had experience with the cliques that infest academic life and imprint their orthodoxies upon academic journals may be tempted to enter an ever-so-cautious demurrer. Universities are on trial now because for too long they have promised social mobility to their students while providing it more surely and regularly for their faculties and administrators. The public has become suspicious, as well they might.

Parents and students should be told that universities can do no more and no less than teach capable people to think and write clearly. With no meal-tickets tantalizingly promised, the public may not wish to provide the professoriat with the high salaries, nifty perquisites, and charming luxuries which yield an upper-class existence in most Canadian cities. But then how much does a well-furnished existence contribute to substantial scholarly accomplishment? Those scholars who are accomplished can at least make their claim to a skeptical public.

G.J. Burbank

About our reviewers...

G.G. Meyerhof is head of civil engineering at the Nova Scotia Technical College... G.A. Mulcahy teaches psychology at King's College, University of Western Ontario... Marlene Dixon is a sociologist living in Montreal... G.J. Burbank teaches history at the University of Winnipeg... Naomi Hersom is in the education department at the University of British Columbia... Janifer Brown is a post-graduate student at the University of Toronto.

Looking Back: The Women's Movement in Canada

The Woman Suffrage Movement in Canada. Catharine L. Cleverdon, introduction by Ramsay Cook. Toronto: University of Toronto Press, 1974.

Catharine Cleverdon believes that the Canadian suffrage campaign was colourless because it completely lacked the flamboyance, bitterness, and violence of the English and American suffragists. Her book, **The Woman Suffrage Movement in Canada,** based on a PhD dissertation presented in the late 1940's, tells an essentially nonanalytical story of how the vote was eventually won for women in each province. The two basic strategies of the Canadian suffragists identified by the author were first to demolish the contentions set forth by their opposition and then to submit a great deal of evidence, ranging from statistics to satire, in efforts to win their case. This viewpoint has been supported by Ramsay Cook in his useful introduction to this reprint. He observes that these very tactics, based as they were on the underlying assumption that women were morally superior to men and would thus vastly improve the world in general with their entrance to politics, predictably led to the resultant disillusionment and collapse in solidarity after the vote was obtained.

When one examines the primary sources, however, some of which was apparently unavailable when Cleverdon was writing, one gets a rather different picture of the campaign. Encouragement was given by constant reference to the success stories of women in other countries. The women created very witty articles and plays, wrote special columns in weekly newspapers, and published suffrage magazines regularly. They urged all women to wear at all times the Ontario Woman's Political Union badge (engraved with the motto: 'For Justice's Sake'), held weekly meetings to plan strategies, and advised other women which books relating to females ought to be read. While anti-suffrage women were dismissed as being like slaves who after centuries of subservience could not be expected to know any better, opposing men were exposed to speeches and articles, both of which were frequently related to demands for peace or for better wages. Although the critiques of society and woman's role in it varied, the tactics were predicated on the Canadian Suffrage Association's belief "in the reasonableness of Canadian men" and the hope "that when the organised womanhood of the Dominion asked for the vote that right would be conceded and granted." Obviously a careful study of the primary sources can do much to alter ideas about why the suffragists did what they did, how they saw themselves, and what they hoped to accomplish in the larger sense.

The author believes that the vote was primarily won because of the recognition of some wonderful contribution played by women during the First World War. The initiative of other provinces, political expediency, western assistance by men's farm and labour groups, suffrage developments in England, and an unexplored belief that the country 'wanted' it are considered to to be the minor factors involved. Certainly true to some extent, the author's theory does not take into account the fact that most of the population realized that the women's contribution in the work force was

largely transitory and improvisational and only for the duration of the war. It is hard to accept that this was enough to change attitudes; surely the women were doing no more than their pioneer counterparts, working where and when it was necessary, being reflective, adaptive, even interpretive of the roles they played to complement those of the men around them. Furthermore, although the suffrage issue was supposed to have helped the Liberals defeat the Conservatives, no exploration of why this issue was thought to be so important to the populace at this time is made by either Cleverdon or Cook.

Indeed, no one seems to have begun any conceptual analysis of the actual granting of the vote or its curious short term and long term effects. Yet the possible explanations for the legislation are intriguing. This period in Canadian history might have been a time of general lack of faith in the power of the solitary vote. Or perhaps the unsuccessful, male-dominated reform attempts throughout the late 1880's and early 1900's prompted individuals to believe that granting the 'morally superior' women the vote was the last chance of ameliorating the social ills brought on by urbanisation. An underlying nativist urge might have prompted the change in attitude. Again, it is conceivable that politicians looked at the suffragists' arguments which showed what a small percentage of the male population ever voted and shrewdly believed that women by and large would behave in the same way.

Notwithstanding, one must ask just how important was getting the vote at all? How important is the topic even now? In some respects the whole idea of employing the suffrage approach to woman's history is rather dubious, simply because it tends to reinforce convergent, issue-oriented thinking rather than divergent, thematic treatments of female-related subjects. Thus in one sense the decision to republish Cleverdon's book, although certainly admirable in its intent to make available some document of women's history in Canada, was perhaps a bit hasty. While of course the format of the book is a familiar style to those within the discipline, and even more acceptable when recognised as based upon a dissertation, yet one wonders how this type of work fits properly into the Social History of Canada series which largely publishes primary resource material. A collection of excerpts from the wide variety of available sources might have provided a more accurate and more interesting introduction to the subject for the general reader and avoided a danger of misguiding the efforts of students of the subject.

Suffrage was primarily a symbol for those who were working towards its realisation. Few were actually unsophisticated enough to believe that the vote would mean equality. Most were at least partially aware that the lack of the vote was the one thing that all Canadian women had in common and as such was the logical goal in the initial stages. Working towards this would psychologically link women of diverse positions in life and pragmatically train the many special interest groups to lobby for their individual goals. Not only would this legally unequal position possessed by all women be comparatively easier to win than any diffuse goal, it would be capable of raising the women's self-esteem. What actually happened after the vote was achieved is decidedly mystifying, probably because we have taken a political approach when a psychosocial approach is required. Perhaps when it is accepted that what was always of underlying importance was the psychological and physical freedom to choose one's roles and to receive equal treatment within those choices, the channelling and non-channelling of energies into the various spheres of society will be better understood.

It really is not surprising that Canadian women from their earliest history have been admired as lumberjacks, travelled throughout the country alone and in pairs for education and recreation, smoked pipes and got drunk, were skilled in carpentry, bonded together as early as the 1820's into clubs, advertised in newspapers for husbands, expressed sympathy and gave practical assistance to women of lower positions than they, published newspapers, and did countless other vigorous, adventurous, sorrowful, embarrassing, comical, courageous things. The sources available demand one to be both eclectic in borrowing techniques used by historians of other traditionally unexplored sectors of society and inventive in creating new ways of exploring the multi-faceted character of the Canadian woman.

Janifer Brown

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Who's Who and Where in Women's Studies, eds. T. Berkowitz, J. Mangi, and J. Williamson. The Feminist Press, pp. 308 ($7.50). Contains listings of some 4600 courses and 100 programmes on womens studies offered at 885 colleges and universities in US. The course data are divided by institution, faculty and departments. Also contains information on the Clearinghouse of Women's Studies — publishers of resource guides, curriculum materials, bibliographies, directories, etc.

Ph.D's, cont'd from p. 28

lection provided the basis for specific recommendations from the Task Force to the Board of Governors, the President, Vice-President, Deans and Senate in an effort to begin to resolve the problems of discrimination on the basis of sex at the University of Alberta. Moreover, perhaps the Senate has sensed the merit in W. Congreve's feeling that hell has no fury like a woman scorned.

G.A. Mulcahy

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REPORTS

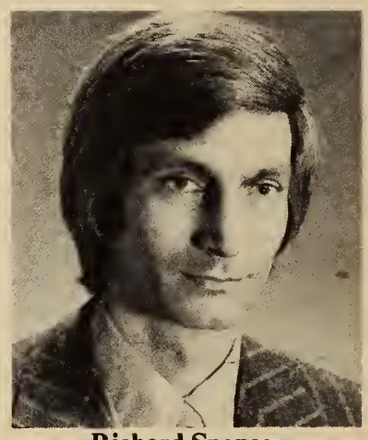
REPORT OF THE PRESIDENT

Dans son rapport au Conseil de l'ACPU, Richard Spencer, président de l'ACPU (1974-1975) met l'accent sur les principales activités de l'Association au cours de l'année, activités qui portent, entre autres choses, sur la liberté académique et la permanence de l'emploi. Dans ce domaine il note que la défense de la liberté académique demeure la première priorité de l'ACPU et que le système d'emploi constitue la base de cette défense. Il déclare que l'Association doit veiller tout particulièrement aux droits des professeurs non permanents à la liberté académique et espère que toutes les universités accorderont bientôt à tous ceux qui ne bénéficient pas de la permanence de l'emploi le droit de faire appel plutôt que de leur accorder une étude administrative.

Le professeur Spencer fait un examen des activités de l'ACPU dans le domaine des salaires et constate que les augmentations de salaires dans les universités ne suivent pas le rythme des augmentations obtenues par d'autres groupes (professeurs d'école, professionnels et ouvriers syndiqués). Dans la plupart des cas, écrit-il, les augmentations de salaires parviennent à peine à suivre le mouvement de l'inflation. Bien que les salaires soient un problème local et provincial, l'ACPU, en tant qu'organisme national a un rôle à jouer en ce domaine en réunissant et en analysant les données sur les salaires ainsi qu'un rôle de conseiller et d'aide dans les négociations.

Le professeur Spencer pense également que l'Association devrait se pencher de toute urgence sur le problème des pensions et du lobbying auprès des gouvernements. Il fait observer que les activités de l'ACPU dans le domaine des négociations collectives ont augmenté et pense que les efforts de l'Association pour comprendre le problème de la syndicalisation des professeurs et s'assurer qu'elle fonctionne profitera à tous les professeurs du Canada.

Pour l'avenir, le professeur Spencer se déclare en faveur d'une échelle de salaire uniforme pour tous les membres de l'ACPU et presse l'Association d'égaliser et d'améliorer les services offerts à tous les membres individuellement à travers tout le Canada. Il conclut son rapport en exhortant l'ACPU à soutenir les efforts pour améliorer le statut des femmes professeurs et éliminer les inégalités constatées dans les salaires des femmes.



Richard Spencer

Richard Spencer

This is a personal view of some of the things the CAUT is doing, some of the areas that are of special concern, and some of the changes that seem to me to be desirable.

Academic Freedom and Tenure

Defense of academic freedom remains the first priority of the CAUT. The basis of that defense continues to be the tenure system, supplemented by adequate guarantees of due process to all professors, whether tenured or not.

It is probably worth repeating that the essential feature of the tenure system is that no tenured professor should be dismissed without "good reasons as established by a proper hearing."[1] Tenure exists to protect academic freedom, and it only incidentally provides a measure of job security which is comparable to that existing in other fields. It is not, in my view, being distorted to create: "one of the most exclusive and protective guilds to be found anywhere", as Professor Crispo recently suggested.[2]

If we are to continue to refute this kind of allegation we must pay particular attention to the right of non-tenured faculty to academic freedom and to assessment on the basis of valid academic criteria when they are considered for contract renewal or tenure. We must also ensure that those applying for positions receive fair and unbiased consideration. I hope our Guidelines on Initial Appointments will help to provide that safeguard. I hope too that **all** universities will soon give those who are denied tenure the right to an appeal, rather than an administrative review. An appeal to an impartial, qualified, arbitration committee should be allowed on either procedural or substantive grounds. This does not prevent departments from setting their own standards — the arbitration should establish whether or not the actual, agreed standards were fairly applied.

We are beginning to see more and more arbitrations in Canadian universities, and I think three things should be said about them.

First, both parties must realize that one of them is not going to win. Second, the results of the arbitration should be legally binding on both parties. And third, the right to an arbitration should be legally entrenched and not subject to withdrawal by administrators, even if a majority of faculty would support this. Perhaps if I add a fourth point — the procedures should be good ones that work and work well — then I can say that experiences at Simon Fraser University since 1969 serve to underline each of these points.

This brings me to the subject of censure. Professor Malloch said last year: "in the view of the AF&T Committee censure is only accidentally a weapon ... imposed after all possibility of a negotiated settlement appears to have been exhausted." Censure is: "a public declaration by CAUT that a university has by its own actions cut itself off from the academic community".[3] I would emphasize that censure is **not** a solution — rather it is a statement that no solution can be found.

I am particularly pleased that at the University of Victoria a solution has been found, and the censure has now been lifted. Unfortunately this is not the case at the four other universities that remain under censure.

If we take the AF&T Committees view of censure, "that censure is fundamentally a declaration of an unfavourable judgement rather than a weapon", then it follows that when a university indicates by its actions that it wishes to rejoin the academic community very careful consideration should be given to moderating or removing the censure. Similarly, the utmost care should be exercised when censure is imposed. If censure is a judgement then it must be clear that those who make that judgement have been fair and judicious.

My last comment on censure is this. It is an unfortunate fact that the implementation of censure may make an already intractable problem almost impossible to solve. Our emphasis must be on avoiding these problems, and this can only be done if every university has good procedures. A censure is one way to encourage improvement in procedures but it is the wrong way, because it almost invariably comes after a case in which one or more individuals have suffered serious injustices and consequent damage to their careers. The right way is surely to make improvements before individual cases have dramatised the need. I hope that the CAUT Clause Finder can be put to good use by those Locals that still do not have adequate procedures.

Salaries

The CAUT has been concerned with salaries and fringe benefits in past years, but we need to do more in this area.

Increases in university salaries are simply not keeping pace with those obtained by other groups such as school teachers, organized professionals, and of course, organized labour. Between 1974 and 1975 average salaries of faculty rose by about 10% in each rank, while the cost of living was rising at an annual rate of about 12%. The majority of faculty were lucky if they kept up with inflation, and most received no increase for experience or professional development. At UBC it was calculated that the salary paid to a 30 year old faculty member today would have to increase by 17%, simply to give him the purchasing power that a 30 year old faculty member had in 1971. In this kind of situation, the percentage salary increase required to catch up, and keep up with current inflation, is so large that it is virtually unattainable. It becomes impossible to reward professional development and merit. It is crucial not to fall behind in any year — catching up again is virtually impossible in the forseeable future.

To a large extent salaries are a local or provincial matter, but there is also an important role for the CAUT. The collection, interpretation and exchange of relevant salary data is an obvious necessity. I am very pleased that we are now cooperating closely with OCUFA in this area. The CAUT can also advise and help with negotiations, and I suspect that our experience with collective bargaining is going to be of use to an increasing number of local associations.

Pensions

Pensions are another area to which we must give urgent attention. Contributions to pension plans are a significant part of our total re-

muneration, and most of us expect that we will eventually receive pensions that are adequate for a secure retirement. Many plans are hardly able to provide adequate pensions now, and indications are that things will get worse. If rapid inflation continues and economic conditions do not improve, money purchase plans will become increasingly inadequate and unattractive, and there will be insufficient funds for adequate minimum benefit schemes, particularly if these are indexed, and they will have to be.

We owe it to ourselves, as well as to those who have already retired or are about to retire on inadequate pensions, to take action on pensions as soon as possible. No one who belongs to a pension plan that is providing inadequate benefits now can have much confidence in its commitment to provide for his or her own future retirement.

The CAUT is cooperating with the AUCC to have Statistics Canada survey and report on fringe benefits. We are also conducting a survey of retired academics, to find out just how adequate present pensions are. I do not expect the results of this survey to be very encouraging.

I would urge all locals to keep a close and continuing watch on the performance of their pension plans, and on the level of the pensions those plans are providing. I think we should be prepared if necessary, to ensure that professors who retire — and sooner or later that will be most of us — receive decent, equitable pensions.

Lobbying

One of the reasons for having the CAUT in Ottawa is to make it possible to lobby members of the federal government. Since 50% of operating funds and most research funding originates at the federal level, it is important that we make our views known in an effective way. This requires not only activity in Ottawa, but also input and visible support from as many locals as possible. If anyone still believes that it is not really right for professors to lobby governments, then I would suggest that they study the trends in research funding in recent years, or some of the proposals for provincial control of federal research funds. No one should expect our efforts to produce miracles — I am sure no one does — but I think we can have an effect.

Collective Bargaining

The CAUT Guidelines state that "the CAUT recognizes that collective bargaining can be an effective means to obtain its objectives". I would like to emphasize that this policy remains unchanged, in spite of the increasing attention we are giving to collective bargaining, and a growing feeling that in certain cases collective bargaining may be the **only** effective means to obtain our objectives.

Collective bargaining is a means, not an end. The objectives of the CAUT remain unchanged, although we may be looking at different means of achieving them. Collective bargaining is a pragmatic response to emerging problems.

I would particularly like to stress that the CAUT is not attempting to become the bargaining agent for Canadian faculty. It is CAUT policy that if local associations wish to bargain collectively, they should do so, with the support of CAUT, but as independent associations.

I do not want to add very much to the continuing debate on the merits of collective bargaining, but I do want to discuss two specific points.

Some opponents of collective bargaining argue that it will adversely affect collegiality. In this context, collegiality seems to mean different things to different people. To me it means respecting the academic competence of my colleagues, recognizing both their right to make decisions about what they teach and study without unnecessary interference, (administrative or otherwise), and their responsibility to participate in university governance. Collective bargaining should reinforce these rights and responsibilities.

To others collegiality seems to mean a system in which decisions on salaries, appeal procedures, working conditions and so on are always reasonably fair and equitable because of faculty representation on the Senate and various committees, and because academic administrators see the interests of faculty clearly and put those interests first. This may be a satisfactory form of governance in many cases, but I think we can contemplate changing it through collective bargaining without threatening collegiality.

It is also suggested that the adversary nature of collective bargaining is a serious drawback. I must say I find it hard to take this seriously. It is true that when two parties have the roles of supplicant and benefactor respectively, each may tend to minimize the differences between them — although for different reasons. If the two parties begin to negotiate as equals in the sense that both must agree before there is an agreement, then legitimate differences in their interests may become apparent. To that extent they will be adversaries, but collective bargaining does not create the differences, it only illuminates them. A little conflict at the bargaining table may lead to better governance than a pretense that differences do not exist.

There are of course many other arguments against collective bargaining, just as there are other arguments for it. Whatever their relative merits, it seems certain that we are going to see more collective bargaining by faculty, probably at the provincial as well as the local level.

Faculty will tend to organize not simply to try and maintain their salaries in the face of inflation and competition from other campus unions, although that is important. Some, as we know, will be concerned about the right of faculty to be involved in any decisions leading to redundancies or cutbacks. There will also be resistance to increases in contact hours and class size, and to reductions in the time and money available for research and scholarship, and I expect that collective agreements will cover these items. Perhaps the pessimists, who believe we will trade these things off in order to obtain higher salaries are right, but I doubt it. I believe that if we do not take the lead in defending the university as an institution in which the pursuit of knowledge is possible, then the majority of university administrators will in the end acquiese to political pressure for greater productivity in undergraduate teaching, even when this will have serious consequences for the quality of the university. I believe the university system is of great value to Canada. We should be prepared to resist as effectively as we can changes that will lower its quality.

As I have said, collective bargaining is a means and not an end. No one should think of it as a panacea — it is not. We still have a lot to learn about collective bargaining by professors, and the experience of those associations that have begun to bargain collectively will be of great value. And whether the rest of us like it or not, the things that they do and the agreements that they negotiate are going to affect all of us. For this reason I strongly believe that the effort being devoted by the CAUT to understanding collective bargaining and helping to make it work as well as possible will be beneficial to all of us, and should continue to be supported by all of us.

Improved Services for Members

There are fewer than 25,000 full-time faculty members in Canada. It seems self-evident to me that we must combine our efforts to solve common problems and strengthen the cooperation and interaction between the local, provincial and national associations. I would like to see faculty across the country pay similar overall faculty association fees, based on a single, combined, mill rate of say 5.0, including the present CAUT mill rate of 1.6. I hope that the CAUT will soon be able to provide services to local associations through the Atlantic and Western regional offices similar to those that OCUFA and FAPUQ provide in Ontario and Quebec. It seems to me that the Atlantic and Western regions should then bear at least part of the cost of providing regional services, so that the CAUT portion of the mill rate might vary from the present figure of 1.6 in some parts of the country.

The challenge is to provide adequate services to every individual member, and whether these are provided by a largely self-sufficient local, or by a local that receives a lot of assistance from a provincial association or the CAUT is not really very important. At present the combined efforts of the local, provincial and national association are in many cases simply not adequate, in spite of the dedication and hard work of so many faculty members. I think current salary increases and pension plans attest to that.

Like local and provincial associations, the CAUT has always depended heavily on members who donate their time and their skills, and I am confident that this will continue. But it has also had to turn more and more to professional staff. The same trend has been apparent in provincial and some local associations. I would hope that with a sound financial base provided by a realistic overall mill rate, local and provincial associations, together with the CAUT in some cases, would be able to use more professional staff and to use them more effectively. The increased use of professional staff to provide more services will mean there is an increasing responsibility placed on elected committees, such as the CAUT Board and Executive, to oversee and direct the association affairs very carefully. Our experience to date does not suggest that this will be a problem, but we will need to remain alert to it.

It is quite possible of course that these changes will not occur. In this event, I feel confident that the CAUT will still be able to do its job, and do it well. Because of the efforts of many people I believe it is an efficiently run and effective organization that is responsive to the needs of its members, and is providing a great deal of service at a minimum cost.

Conclusion

I do not intend to cover all the activities of the CAUT. I do want to say that I strongly support efforts to improve the status of women academics. I believe that inequities in women's salaries must be eliminated, even if special funds are not available for this purpose. I hope equal status for women in the university will become a reality — soon.

I would like to thank the professional and office staff of the CAUT for all their help and assistance, and commend them for the excellent job they are doing. I would also like to thank the Board and Executive, and the various committees, for the very effective work that they have done. And finally I would like to thank all members of Council for their cooperation and support.

Prof. Spencer is the Past-President of CAUT.

1. "Primer on Tenure", CAUT Handbook, P. 34
2. "Collective Bargaining for Professors: Advisability, practicality and feasibility" John Crispo, CAUT Bulletin, May, 1975.
3. Academic Freedom & Tenure Committee, Annual Report 1973-74.

REPORT OF THE ACADEMIC FREEDOM AND TENURE COMMITTEE
RAPPORT DU COMITÉ SUR LA LIBERTÉ ACADÉMIQUE ET LA PERMANENCE DE L'EMPLOI

Dans son rapport au Conseil de l'ACPU, le professeur J. R. Stevens, président du Comité de la liberté universitaire et de la permanence de l'emploi, note que la plus grande partie de son travail découle d'appels individuels (cessation, non renouvellement de contrat, refus de la permanence) qui ne sont pas transmis au Conseil individuellement. Il est donc de la plus haute importance que le Comité remplisse ses fonctions de la façon la plus équitable possible afin que le Conseil n'ait aucune appréhension à lui donner cette liberté. Il remarque que les universités fournissent de plus en plus une déclaration claire et raisonnée de leur position dans les cas de non-renouvellement ou de cessation de contrat au professeur concerné, déclaration sur laquelle celui-ci peut fonder son appel. Selon le professeur Stevens, les professeurs non-permanents devraient bénéficier de la même liberté universitaire que les professeurs permanents et, dans cette optique, le Comité s'est engagé dans un examen du système de l'emploi dans les universités et fera rapport de ses résultats l'année prochaine.

Le professeur Stevens pense que l'arbitrage est une façon de régler les différends. Il ajoute que des commissions d'enquête, formées conjointement par l'ACPU et l'institution en cause et composées d'universitaires respectés, peuvent servir de conseiller auprès de l'ACPU et l'université pour déterminer la méthode appropriée pour régler le différend et améliorer les procédures.

Le Comité a recommandé que soit levée la censure qui touche l'université de Victoria. Les progrès enregistrés dans le cas de la censure de l'université Simon Fraser ont marqué un temps d'arrêt et après avoir levé la troisième étape de la censure (boycottage) parce que l'université avait remis en vigueur des procédures de destitution, le Comité s'est vu dans l'obligation de recommander que soit imposée de nouveau la troisième étape de la censure à la suite d'échecs dans le règlement de griefs individuels. Trois autres universités sont encore frappées par la censure: Mt. Allison, l'Université du Québec à Montréal et l'Université d'Ottawa.

Parlant des activités de l'année écoulée, le professeur Stevens déclare que le Comité a passé un certain temps à discuter des procédures de nomination en relation avec le problème de la canadianisation de l'université. Le Comité a réussi à obtenir une opinion juridique du Québec et de l'Ontario sur un cas de menace de procédure judiciaire contre une bibliothèque et un bibliothécaire d'une université par une organisation qui prétendait que les livres stockés dans la bibliothèque contenaient des passages ou étaient dans leur ensemble diffamatoires contre l'organisation et son chef.

Enfin, le Comité a créé avec l'Union des Associations des Professeurs des Universités de l'Ontario un Comité mixte chargé d'étudier la possibilité d'appliquer l'Ontario Statutory Powers Procedures Act aux universités ontariennes.

J.R. Stevens

Traditionally the Academic Freedom and Tenure Committee has enjoyed considerable independence in its work in attempting to assist faculty members who feel that their rights have been infringed, or are threatened with infringement. The majority of the Committee's effort is directed towards responding to individual appeals, the remainder involved bringing forward to the Board and Council recommendations on policy matters and, when necessary, recommendations with respect to sanctions against a university. It is essential that the work of the Committee with respect to individual appeals be conducted without specific report to the Board, therefore it is of utmost importance that we not only continue to retain the confidence of the Board, but that our reputation in dealing with grievances be of the highest order so that the Board will feel comfortable in allowing one of its standing committees this freedom.

The majority of our cases continues to be related to terminations, both non-renewals and denials of tenure. A few of these cases are purported to be related to financial exigency. One grievance alleges that an academic appointment was refused on the basis of family relationship rather than merit and two cases involve a broader use than intended of confidential statements of peer assessment. We were extremely heartened by the recent, unanimous decision of the Supreme Court of Canada which ruled that a university's arbitration board incorrectly based its decision to dismiss a faculty member upon confidential information about a colleague given in a university approved tenure evaluation form.

On the basis of one protracted dispute, faculty are warned to carefully examine new faculty policies before agreeing to accept them for fear their previously established career expectations and rights are not jeopardised. In this context reference is made to section E of the CAUT Policy Statement on Academic Appointments and Tenure, CAUT Handbook, 1973, pg. 52.

The Governing Council of the University of Toronto this past year approved procedures for awarding tenure and we were pleased that a grievance which had been before the AF&T Committee for a long time was reconsidered under the new procedures. We are hopeful that a second case will also be given the courtesy of similar reconsideration.

There has been an exchange of correspondence between two university presidents concerning the giving of substantive reasons for adverse renewal and tenure decisions if requested by the faculty member concerned. Although this question continues to be debated with university administrators we are encouraged by the increasing acceptance of the necessity to provide a clear reasoned statement of the university position upon which a faculty member can base an appeal.

It is preferable that there be little difference in detail between the carefully reasoned statement which is prepared as the basis for a move to dismiss for cause and the carefully reasoned statement supporting a decision not to renew an appointment. It is the kind of scrutiny given these statements which differentiates between dismissal for cause and non-renewal or denial of tenure. In the former case the faculty member should have access to arbitration and be given all the rights afforded under the concepts of due process and natural justice. In the latter case the faculty member should have the right to appeal to a second body of academics within the university. The appeal body should be distinct from the body which made the original decision; it should use the carefully reasoned statement as part of its examination of the adverse decision; it should have the authority to alter the original decision; it should ensure a fair hearing to all parties directly involved; and finally its decision should be based on substance as well as procedures.

The AF&T Committee is in the process of establishing a program which is designed to assist faculty members in presenting grievances and preparing appeals.

In our view it is vital that the academic freedom and untenured faculty be just as vigorously defended as the academic freedom of tenured faculty. To this end we have begun a reexamination of the university tenure system and will be reporting our conclusions next year.

The temptation for university administrators to adopt more authoritarian postures under the cloak of the increasingly accepted forms of participatory university governance is always present. This temptation is enhanced during periods of increasing financial constraints and the AF&T Committee is made aware of local authoritarian tendencies as faculty increasingly find themselves unable to move from one university to another. (We are even wondering about the appropriateness of the CAUT giving any advice in its Handbook on the reduction of academic appointments for budgetary reasons and will be discussing this matter further in the fall.) We have two current examples in which chief executive officers and Boards of Governors are together making the definitive decisions on all matters affecting the institution and its educational programs. Of course we continue to be extremely concerned about long standing grievances against university administrators and acquiesing faculty who have not yet accepted the principles of participatory university governance as espoused in the Duff — Berdahl Report and reflected in the CAUT guidelines and policy statements. There continues to be no alternative to fair procedures carried out by fair minded people.

We continue to feel that successful intervention by the Committee is one in which the university is persuaded to grant the faculty member a fair hearing or one in which the university is persuaded to otherwise resolve the case to the satisfaction of the individual concerned. On this criterion we have enjoyed a rather successful year.

We continue to press for resolution by reasoned exposition of the merits of the dispute and in a forum within which all parties can be reached on a rational basis. Arbitration is such a forum. Also to this end we are more and more persuaded of the usefulness of committees of inquiry composed of respected academics, preferably established jointly with the institution involved. In order to further ensure that we are as fair as possible to all parties to a dispute we are seeking approval for revisions to the CAUT guidelines concerning investigational procedures. Committees of inquiry must be viewed with respect by the academic community and as an effective way to advise both the institution involved and the CAUT on appropriate courses of action to resolve disputes and to improve procedures. They should not be viewed as a means for indoctrinating CAUT policy.

We were pleased this year to be able to recommand the lifting of the censure of the University of Victoria and to recommend the alleviation of the third stage of censure of Simon Fraser University in view of acceptable dismissal procedures being instituted there.

However progress at SFU toward resolving the individual grievances related to that censure is very much slower than anticipated and we seem to have no alternative but to recommend the reimposition of the third stage of censure as an expression of our frustration at the lack of meaningful progress. Acceptable dismissal procedures in themselves are not sufficient, in our view, to bring about the lifting of censure. We must have evidence that the principles of academic freedom have become embodied within the University. We feel that this must be demonstrated by rectifying the procedural injustices of the past, injustices which were a serious affront to the principles of academic freedom.

The senior administration of SFU has chosen to attempt to reintegrate the arbitrarily dismissed former faculty into SFU by attempting to reconcile differences between these individuals and the university rather than by unilateral reinstatement. Unfortunately the considerable good will required for such a reconcilliation is not evident and it may be un-

realistic to assume that it ever will be. Although the desire of SFU to use its normal appointment procedures insofar as it is possible is commendable it seems evident that some form of university unilateral action may be necessary to order to surmount the fears and suspicions which are prevalent on both sides.

Mount Allison University, The University of Quebec at Montreal and the University of Ottawa are recommended to remain under censure since there has been no resolution of the outstanding grievances.

We are suggesting revisions to guidelines concerning CAUT Procedures Relating to Censure in order to take into consideration recent constitutional changes within the CAUT and to clarify the roles of the Board and its standing committee, AF&T, in implementing and removing the various stages of censure or varying the effect thereof.

This past year we have spent some time discussing appointment procedures as they relate to the Canadianization question. We have been strongly persuaded of the merits of a university clearly establishing and publicising a succinct statement of the academic and professional qualifications attached to a vacant position and of giving preference to any Canadian who meets the stated requirements.

A sampling of representative universities has indicated no perceptible national trend towards increasing the use of contractually limited or term appointments. Nevertheless we continue to be of the view that these should only be made under exceptional circumstances and that such appointments should not be renewed. Our opinion is that if a limited term appointment is renewed more than once the university should offer the individual involved a probationary appointment and an eventual tenure review.

During the past year we became concerned about a legal opinion obtained by a Quebec university which suggested that an organization might successfully sue the university, the university librarian, or both if material considered by the courts to be defamatory to the organization or its founder was not withdrawn from the library shelves. We have obtained a legal opinion on this matter from an Ontario lawyer and are seeking another opinion from a Quebec lawyer. The advice of the Ontario lawyer suggested the importance of revising the provincial statutes on libel and slander with specific reference to libraries and delineated some of the present common law and statutory defences to a civil action for libel including the defence that the words complained of are "fair comment" on a matter of public interest.

On another statutory matter we have established a joint committee with the Ontario Confederation of University Faculty Associations to study the appropriateness and applicability of the Ontario Statutory Powers Procedures Act to Ontario universities. The Act, which provides minimum standards which must be followed by bodies which have statutory powers of decision over individuals, sets up a Rules Committee which our joint Committee will consider approaching if it feels that an interpretation is required to clarify the provision of the Act as it affects universities.

The AF&T Committee makes no recommendation for the Milner Award this year.

It is a great pleasure to acknowledge the service and dedication of members of the Academic Freedom and Tenure Committee especially Victor Sim, our hardworking secretary. His diplomacy and tact are admired and necessary for the work of our committee. The experience and thoughful advice of Don Savage is another of our strengths. We particularly express appreciation to retiring members Marvin Brown, Wendy Potter, Peter Burns and Jacques Desnoyer and welcome new members Jim Foulks, Terry Copp, John Swan and Olga Faureau.

Suzanne Mineault, our secretary's secretary will be missed for her pleasant manner, her organization and careful work. She has left the CAUT to become a full time mother.

Prof. Stevens is the Chairman of the CAUT Committee on Academic Freedom and Tenure.

REPORT OF THE COLLECTIVE BARGAINING COMMITTEE
RAPPORT DU COMITÉ DE LA NÉGOTIATION COLLECTIVE

Dans son rapport au Conseil, Charles Bigelow, président du Comité de la négociation collective de l'ACPU note que l'intérêt des associations de professeurs envers l'accréditation a connu un éveil sans précédent au cours des trois dernières années. La plus grande partie des 20% de professeurs d'université qui se sont affiliés à des syndicats est au Québec mais il y a actuellement quatre syndicats locaux de professeurs affiliés à l'ACPU: Notre Dame, St. Mary's, Manitoba et Carleton. Cet intérêt accru s'est traduit par une plus grande activité du Comité qui a dû se familiariser avec de nombreuses questions fondamentales touchant à la législation du travail, à l'organisation du syndicat et à la façon de mener la négociation d'une convention collective.

Dans le même temps, le Comité devait s'assurer que le développement des syndicats de professeur répondait aux besoins professionnels et universitaires des professeurs d'université. Le Comité a également étudié les procédures de ratification des conventions collectives et élabore actuellement nos directives, qui permettront aux syndicats locaux de pouvoir bénéficier des services d'un négociateur. Il prépare également une directive touchant le vote de grève et un manuel sur l'accréditation qui seront distribués aux associations locales de professeur. Ce manuel comportera un "index" et une liste commenté des procédures académiques désirables et indésirables qui prévalent dans les universités canadiennes.

Charles Bigelow

C.C. Bigelow

Interest in the certification of faculty associations continues to grow in Canada. In only three years, more than 20% of Canadian university teachers have become members of certified unions. Most of these are in Quebec, but interest in certification or other procedures by which the bargaining process can be improved now exists in every province. There are four local unions affiliated with the CAUT — at Notre-Dame, St. Mary's, and Manitoba and just recently in Carleton. The first to have completed collective bargaining agreements with their universities, and the Manitoba local is in the process.

As Council members are aware, this dramatic and rapid growth of interest in collective bargaining and certification has caused some breathless moments for the CAUT We have had to inform ourselves about many fundamental matters that did not previously concern us: the pros and cons of unionization, the nature of labour law, union organizing (and coincidentally competition with other unions), and the conduct of collective bargaining negotiations. At the same time we have had to ensure that faculty unions developed in a way that would meet the professional and academic needs of university teachers and needs that are not always best served by industrial, commercial, or civil service union models.

The Collective Bargaining Committee believes that the CAUT — by which I mean the committee itself, the academic and professional staff in our offices, the Board, the Council, and the general membership has evolved a much better understanding of the complexities of certification than it had even two years ago. And we think that we have now arrived at the end of the beginning.

There are several lines of evidence for this belief. For one thing members of the committee and the staff now have a solid understanding of labour law and of the procedures required to achieve certification, and they can therefore provide prompt and accurate advice on demand. Second, we now have **enough** academic and professional officers with real expertise in the subject, and it is a pleasure to be able to report that this year for the first time they have been able to answer all the calls for assistance without putting too severe a strain on their personal lives or their commitment to the organization. This in spite of the fact that we have added the provision of expert negotiators from our staff to locals during bargaining for collective agreements. Third, faculty members across the country have become much more knowledgeable about the whole process, as has become evident at the numerous educational seminars we have put on this year.

For all of these reasons we believe that while the pace of events shows no signs of slackening, the CAUT is now in a good position to cope with the problems that locals face as they study and move to certification. The Collective Bargaining Committee has therefore had a year which was not quite so hectic as last year and we have had some chance to assess our own performance and priorities and to look ahead to anticipate problems rather than just reacting to crises.

Some of the topics we have considered this year will be before you for action shortly: procedures for ratifying collective agreements, a proposal on the Rand formula, and a constitutional amendment dealing with a membership problem.

As well, we are working out for our own use, guidelines under which we will authorize the dispatch of a negotiator to a local union, so as to make clear to both the local and the negotiator what their rights and responsibilities to each other are.

We have discussed the issue of strikes at some

length and we are recommending to locals that they should not voluntarily give up the right to strike, even though it is a tactic to be used only with the utmost reserve and after the most careful deliberation. We have begun to consider whether any kind of arrangement for strike funds is needed, and have begun by asking the local unions for their opinion. It seems probable that strike funds, if they are needed, will have to come from the certified unions themselves and not from uncertified associations. We are trying to prepare a guideline for voting on strikes that will be generally acceptable.

The problems posed by professional faculties have occupied a fair amount of committee time this year. In Manitoba the problems were due largely to peculiarities of Manitoba law which excluded certain professionals from the bargaining unit.

In other provinces the problems have been related to reluctance of the members of some professional faculties to accept the idea of a university-wide bargaining unit for fear that they will lose existing salary differentials. This question of market differentials is obviously an important one — to all of us, and to our universities — and we will be discussing some possible solutions with you later on this afternoon.

Finally, we have helped set in train some educational efforts which we hope will be useful. We have asked Mr. McKenna to prepare a handbook on certification which will be provided to local associations. This handbook, which should be completed in the fall, will, we hope, clarify the obscure and unscrew the inscrutable. The Committee has also given its blessing to the preparation of a "clause finder" and commentary — a compilation of desirable and undesirable academic practices as they now prevail in Canada. Some of the chapters of this will involve collective bargaining and so we will act as a sounding board for the staff as chapters continue to be prepared. The first chapter published is on dismissal, chapters on management rights, tenure and copyright should be available by September.

The Collective Bargaining Committee has also considered requests from locals for financial support, and made recommendations to the trustees of the collective bargaining fund. The trustees have authorized the following expenditures (all for legal expenses) during the past year:

UBC	$2167
Saskatchewan	315
Manitoba	2115
UNB	350
	$4947

These matters have kept the committee busy in 1974-75. Our meetings were day-and-a-half ones this year, and several were held in conjunction with educational seminars at local campuses. We are now convinced that taking the committee around the country was not very useful and we know it was expensive. Next year the committee will meet in Ottawa once again. The provision of educational panels to locals asking for them will of course continue.

I have now completed two years as chairman of the Collective Bargaining Committee. I am very happy to be able to tell you that we have a first-class committee. Nearly all of them are professionally interested in labour law or other aspects of unionization, but at the same time they have not let their enthusiasm cloud their judgement. They know that faculty unions have to be different from other unions; they know that faculty unions will have different goals, different priorities, and different problems, from other unions; and they are actively contributing to finding the pathway that so many university teachers now desire to tread.

On behalf of the Committee I want to express our gratitude to the academic and professional officers of the Association. As well, it is important to thank the members of those local associations who have been with us, or somewhere out in front of us, while we have been learning to cope. They have usually been patient with us, and their occasional outbursts of exasperation have always, I think, been taken as signs that we needed to think again or work harder.

Finally I want personally to thank the members of the Collective Bargaining Committee who have served during the last two years. As I said before, they are the experts; but after two years with them I begin to catch myself hubristically thinking that even I understand the whole thing.

Prof. C.C. Bigelow is the Chairman of the CAUT Collective Bargaining Committee

REPORT OF THE COMMITTEE ON THE STATUS OF WOMEN ACADEMICS
RAPPORT DU COMITÉ DU STATUT DE LA FEMME PROFESSEUR

Le Comité du statut de la femme professeur de l'ACPU a tenu un certain nombre de réunions auxquelles ont assisté les membres correspondants du Comité de chaque université dans une région donnée.

Ces réunions se sont révélées un franc succès et nous envisageons par conséquent de continuer dans la même voie l'année prochaine.

Au cours de la dernière année, le Comité s'est mis en rapport avec le ministère du Travail, les commissions provinciales des droits de l'homme, le Conseil consultatif sur le statut de la femme, le Comité "W" de AAUP et la Fédération canadienne des femmes universitaires. Au cours des prochains mois, le Comité et son président, le professeur Margret Andersen, travailleront à la préparation d'une étude approfondie de la situation de la femme dans un domaine traditionnellement dominé par les hommes, le métier d'ingénieur par exemple. Il fera porter ses efforts principalement sur les conditions d'embauche et de promotion, les augmentations de salaire, dans la mesure où cela touche les femmes professeurs ainsi que sur la question des avantages sociaux de la femme dans les universités canadiennes.

The Committee held two meetings with its corresponding members, one for the Atlantic provinces (Mount St. Vincent Univ.), on Nov. 2, and one for the Western Provinces (Univ. of Alberta), on Nov. 30, 1974. The meetings were attended by a representative from each university in the particular region, by the director of the particular CAUT regional office, by Dr. D.C. Savage, Ms. J. Greenwell and Dr. M. Andersen, as head. These regional meetings appear to be very successful as an opportunity of exchanging information and advice and the Committee plans to hold similar meetings next year, as requested by the regional corresponding members.

M. Andersen, chairperson of the Committee visited two universities in Ontario; both visits were successful, one of them resulting in an agreement with the particular university administration to set aside a substantial sum for salary adjustments for women faculty. She also attended meetings of the AFT committee when women's cases were discussed.

The Committee has been in contact with the Department of Labour, the Human Rights Commissions, the Advisory Council on the Status of Women, the Committee 'W' of the AAUP, the Canadian Federation of University Women.

The Committee recommends that CAUT send a number of suggestions for positive action concerning the status of women to all Canadian university administrations.

The Committee further recommends that CAUT pursue the Federal Government to allow employers to pay the difference between the normal salary of a woman academic on maternity leave and the Unemployment Insurance payments which represent only 75% of that salary.

The Committee is pleased to know that the Board of CAUT endorsed on Nov. 15, 1974 the principle of unisex actuarial tables and urges all provincial federations of faculty associations as well as local faculty associations to take steps to ensure that unisex actuarial tables be used in calculating pensions (see enclosure 2).

The Committee is planning to do an extensive study of women in a traditionally male-dominated field, such as engineering.

During the coming year, the Committee will concentrate on energetic efforts to improve the hiring and promotion practices, salary increases as they affect women, as well as the fringe benefits for women.

For other proposed committee activities, see "Suggestions for Pro-Women Action" in the special section on women academics in this issue.

REPORT OF THE EXECUTIVE SECRETARY
RAPPORT DU SECRÉTAIRE GÉNÉRAL

Dans son rapport au Conseil sur les activités de l'Association au cours de l'année universitaire 1974-1975, le professeur Donald Savage, secrétaire général de l'ACPU, déclare que le domaine dans lequel les activités de l'Association ont été les plus importantes est celui de la liberté universitaire et en particulier des efforts pour régler le problème existant entre l'ACPU et l'université Simon Fraser. Il fait remarquer que l'ACPU a travaillé à la mise en place de procédures de révocation appropriées et a pressé les associations locales de revoir leurs procédures de révocation à la lumière du document sur les révocations, élaboré par l'ACPU et qui a été distribué aux associations locales.

Le professeur Savage déclare que la procédure d'arbitrage s'est étendue aux cas de refus de permanence de l'emploi et de non-renouvellement et que l'on tente d'adapter le recours à l'arbitrage aux cas de permanence de l'emploi pour lesquels ce processus pourrait remplacer les commissions d'appel pour l'ensemble de l'université.

Il énumère les activités de l'ACPU dans le domaine des relations avec les gouvernements et indique notamment que l'ACPU a fait connaître son opinion sur les intentions du gouvernement fédéral de restructurer les organismes qui ont le pouvoir d'accorder des subventions comme le Conseil des Arts du Canada, le Conseil national de la recherche et le Conseil de la recherche médicale. L'Association a également fait connaître son opinion sur le maintien de la présence du gouvernement fédéral dans le financement des universités. L'ACPU a continué à représenter les professeurs en proie à des difficultés avec le ministère de l'Immigration et a fait des démarches auprès du gouvernement fédéral afin qu'il modifie la loi sur l'immigration et en particulier les articles qui empêchent les épileptiques d'obtenir le statut d'immigrant reçu.

Une autre des priorités de l'ACPU a été la négociation collective; l'accréditation des associations de professeurs est maintenant bien ancrée sur la scène universitaire. Étant donné ces développements, l'ACPU souhaite se doter, au Canada, d'un potentiel de recherche sur la négociation collective similaire aux centres d'information sur la négociation collective qui existent aux États-Unis. L'ACPU a publié le premier chapitre d'un index commenté sur les révocations; d'autres chapitres sur les droits de l'administration, les avantages sociaux, le droit d'auteur et la permanence de l'emploi sont en cours de rédaction. Nous préparons également un manuel sur la négociation collective destiné aux associations locales.

L'ACPU a donné la priorité à la suppression des disparités

qui existent entre les femmes et les hommes professeurs dons le domoine des saloires, des ovontoges socioux et des versements pour les régimes de pension.

Selon le secrétoire général, l'Associotion s'est également engogée à ossurer un troitement équitoble oux bibliothécoires et aux chorgés de cours à plein temps.

Elle o publié un Guide de l'impôt sur le revenu à l'intention des professeurs d'université, fondé un comité de professeurs à lo retroite (avec l'aide finoncière du gouvernement fédérol) chargé d'étudier les problèmes des retroités, o porroiné une étude de l'assurance dentoire qui devroit être prête ou début de l'onnée universitoire et s'est associée ovec l'OCUFA pour créer une banque nationole de données sur les saloires.

Le professeur Savage déclore que l'Association o continué son trovail dons le domoine du droit d'outeur et des brevets et s'est associée avec un certoin nombre d'orgonismes (ACTRA, CAFA, lo Fédérotion des professeurs de l'Alberto) pour négocier des contrats d'émissions de télévision éducotives en foveur des ortistes et des écrivains de l'Alberto.

Donald C. Savage

Academic freedom and tenure

The Board of CAUT has set certain priorities for our organization. The first of these is the defence of academic freedom and tenure, and I would like to remark on certain of the highlights of the year. *(A full report from the Chairman of the Academic Freedom and Tenure Committee is found elsewhere in this issue).* One of the most important initiatives of this year has been the attempt to settle the problems between CAUT and Simon Fraser University. Professor James Stevens, the Chairman of the Committee, has devoted an enormous amount of time and energy in search for a solution. I am encouraged by the willingness of the faculty association, of the president of the university and of others at Simon Fraser to discuss the possibility of a realistic settlement. But there are still powerful forces at Simon Fraser opposed to any settlement. We must not forget that at the irreducible core of the affair at Simon Fraser is the firing of four faculty members, one with tenure, without a hearing. We should not let newspaper editorialists or other self-appointed articulators of public opinion deter us from seeking justice. We should also recognize that a just solution may not please entirely all those who support the PSA seven. I believe that the main lines of a just solution have begun to emerge, and I hope that this is not derailed by extraneous circumstances.

It should be pointed out that in this connection dismissal for cause has been one of the most significant issues within the CAUT. That focus commenced with the case of Professor Harry Crowe at United College in Manitoba in 1958-59 which in turn led to the first formulation of CAUT practice in this area. For many years CAUT has been convinced that third party arbitration is the only valid means of dealing with dismissals. Yet the chapter of the CAUT clause finder and commentary on dismissal indicates that 21 Canadian Universities have not yet adopted proper dismissal procedures involving arbitration. This list includes: Acadia, British Columbia, Dalhousie, Lakehead, Laval, Loyola, Manitoba, McGill, Memorial, Moncton, Montréal, Mount St. Vincent, New Brunswick, OISE, Ottawa, Prince Edward Island, St. John's (Manitoba), St. Francis Xavier, Concordia, Windsor and Winnipeg. I realize that dismissal procedures seem remote from the day to day hassles over salaries or individual grievances. But when the crucial day comes that someone is actually dismissed, then it is of vital importance that such procedures be in force. To try to negotiate them during a crisis is certain to add to the complexity of the problem. I hope that faculty associations will review this year their dismissal procedures in the light of the document on dismissal, which was sent to all faculty associations a few months ago.

The use of arbitration is also spreading into the areas of denial of tenure and non-renewal. Traditionally CAUT has suggested arbitration when the local procedures were either non-existent or inadequate to respond to a particular problem. There have been several of these in recent months. This will almost certainly be increased by the spread of collective bargaining. In turn, this means we will have to be concerned about the adequacy of the advocates who defend faculty members. In general, faculty members in such disputes are not well served by lawyers who know little or nothing about the university and its practices. I would view the ideal arrangement from the faculty member's perspective to be a persuasive academic advocate backed up by legal advice. The Academic Freedom and Tenure Committee has been considering ways and means of training such lay advocates, and I hope that a start will be made in the coming academic year. Unfortunately financial stringency has hampered rapid development in this area. We are also going to have to sort out the use of arbitration in tenure cases. This too, is before the Academic Freedom and Tenure Committee.

Donald C. Savage

More and more universities have created procedures which allow appeal beyond the departmental decision. Although some departments object to any review of their decisions on tenure, this view has not been shared with the CAUT. CAUT calls for a university-wide appeals committee with the power to consider both procedures and substance. Unfortunately the decisions of this appeal committee are seldom final, especially in contentious cases. This, in turn, leads to endless dickering between the faculty association, the CAUT and the administration to try to find a fair solution which is also final.

This dickering in itself is inherently unfair to the individual. In such circumstances, CAUT frequently recommends arbitration. Should, in fact, such arbitration replace university-wide appeals or should the appeals tribunal decision be final and binding? Should arbitrators decide matters of substance as well as procedural questions? We expect to have some tentative answers to these problems this fall.

But whatever the main issues and the grand dramas, the day to day work of the Academic Freedom and Tenure Committee must go on. In this regard I wish to pay tribute to the patience, hard work and sense of justice of Professors Stevens and Victor Sim and to the assistance of many individual faculty members across the country whether as members of the Academic Freedom and Tenure Committee, association presidents, chairman of grievance committees or advocates for particular faculty members.

Relations with government

A second priority for CAUT has been lobbying with governments. This year the Board of CAUT authorized two documents relating to the role of the federal government in the financing of universities. The first concerned the restructuring of the granting agencies — the Canada Council, the National Research Council and the Medical Research Council. We, along with many local associations, made representations to the Secretary of State and to the Minister of State for Science and Technology to try to ensure that such changes as took place allowed the new councils to maintain the confidence of the academic community. We had certain specifics in mind, and we hope that the government will listen to our advice. I have also been in touch with a number of M.P.s on this issue. When I do so, if there is a university within the constituency of the particular M.P., I contact the local association and ask them to add their voice to mine. I expect to continue this type of work during the coming year and will no doubt be asking for your assistance from time to time. *(You can find the document on research policy in the February 1975 issue of the* **CAUT Bulletin**. *)*

The second document approved by the Board is on a subject that is even more vital to the interests of Canadian universities, namely the continuation of the federal presence in funding of universities. At the present moment the federal government pays approximately 50% of the operating costs of Canadian universities. These funds are governed by a federal/provincial agreement which expires early in 1977 and which will be reviewed next year. The Board has taken a very strong position in favour of the continuation of these funds and has suggested ways and means by which this money might be channelled more effectively. *(You can find that position paper in the February 1975* **CAUT Bulletin**. *)* We must not forget that although the federal presence in postsecondary education is almost as old as the country, its most recent dimensions were reached in the nineteen-fifties after the Massey Commission, at a time when most university professors and administrators had come to the conclusion that the provinces would never fund higher education at a reasonable level. The anti-university stance of many provincial ministers now responsible for higher education and the concurrence in this by many of their senior civil servants has indicated to the university community that the perceptions of the nineteen-fifties were not entirely unfounded. It is tiresome to hear ministers state that their particular province supplies almost all the money for the universities in that province when, in fact, the federal government pays more. We resent such ministers telling us to improve the quality of teaching when they are at the same time cutting funds and quite specifically demanding factory-type teaching rather than instruction geared to the individual. The same hypocrisy occurs when ministers demand new and innovative programmes but refuse to provide the funds. Such governments want all the glory of building universities but none of the problems of operating them. Our committee recognized that virtue is not exclusive to any one level of government but rather that mixed sources of funding would likely lead to more independence on the part of the universities.

We will be giving this issue a very high priority during the coming year and we will be asking both local and provincial associations to join with us in making our voice heard at all levels of government.

The association has also continued to represent faculty members who are in difficulty with Immigration Department. The Department seems to run to an average of about two cases a year of this kind of persecution. Most of the cases involve political decisions to exclude or deny rights to those already in the country because of their political views. However, others are the victims of the bureaucracy as well. One that particularly irritates me is the discrimination against epileptics who can be admitted to Canada but who can only be granted minister's permits in perpetuity rather than landed immigrant status. One such case is before the CAUT at the moment. The standard response is that everyone is well aware of the iniquity of the legislation but we have to consider this reform as part of the grand design which will sometime in the ultimate future re-

sult in a new act. Yet the minister manages to whistle through restrictive amendments to the act without having to wait for the grand design to unfold. You would think that this simple bit of humanitarian legislation could be undertaken as well. But if you thought that, you would be quite wrong.

Collective bargaining

Another priority for the CAUT has been collective bargaining. This year the St. Mary's University Faculty Union and the faculty association at Nelson signed contracts as bargaining agents. Those of you with long memories of CAUT will recall that St. Mary's used to appear on the agenda of the Academic Freedom and Tenure Committee with monotonous regularity. Although the contract at St. Mary's is by no means perfect, it has meant that there has not been a single appeal to CAUT this year. The faculty association at Manitoba is currently negotiating their contract and that at Carleton has recently been certified. St. Thomas and Saskatchewan are before their respective labour relations boards and Cape Breton is seeking voluntary recognition. Others such as York and Ottawa have voted to take this step. It is clear that certification is well entrenched on the Canadian academic scene. *(A detailed account of the CAUT Collective Bargaining activities can be found in the report from the chairman of the Collective Bargaining Committee, Professor Charles Bigelow published in this issue.)*

I have found that one of the important difficulties in the bargaining process is the lack of experience and ignorance on the part of some of those who sit across the table from us. This stems from the fact that administrators have no recourse to professional advice in this country other than what can be picked up from the university solicitor or a lawyer specially retained for the negotiations. At first glance this would appear to favour the faculty. But instead it leads to procrastination, refusal to consider experience outside the particular university or province and thus negates one of the cardinal attractions of collective bargaining, namely that a significant package of terms and conditions of employment can be negotiated at one time and within a reasonable period of time. It is also likely to lead to an excessive dependence on United States models since professional information is available in that country. I hope that it might be possible in time to create a research capability in Canada on collective bargaining similar to the National Center on Collective Bargaining at Baruch College (CUNY) or the Academic Collective Bargaining Information Service in Washington which would be relatively impartial and whose research would be available to anyone.

CAUT is, of course, doing its own research in this field. We have begun to publish a Canadian clause finder and commentary. This itemises and gathers together a large sample of existing clauses combined with a commentary by the CAUT staff on the problems and merits of particular solutions. The first chapter on dismissal for cause has been distributed to local associations. We hope to have chapters completed this summer on management rights, the continuation of present benefits, copyright and tenure. We expect that some of these documents, notably those on matters such as tenure, dismissal and non-renewal will be of interest and use to all faculty associations whether they are certified bargaining agents or not. We also expect by next September, that Ian McKenna will have completed a handbook for associations interested in collective bargaining.

Finally we hope to improve the communication between certified bargaining agents, so that everyone is aware of problems and of triumphs as they occur. We hope to set up this system at a meeting of the certified bargaining agents after this Council meeting.

Professor Bigelow is retiring as chairman of the Collective Bargaining Committee. I want to thank him on behalf of the Committee and of the CAUT for the work he has done for us. He is a marvellous chairman with that special and rare combination of firmness and good humour which ensures that the business gets done. He has presided over a tumultuous era in the history of the CAUT and has ensured that we are in a position to cope with the rigours and problems of collective bargaining.

Status of women

Another priority area for the CAUT are questions related to the status of women academics and the manner in which we might implement the 1961 resolution on equal opportunity. A special section in this **CAUT Bulletin** illustrates the positions and work of the CAUT and will also show how far we have to go. Figures on salaries broken down by age and experience demonstrate that salary inequities still exist in many universities. The work of the University of Toronto to try to remove inequities for those already on staff has been important but has not been followed everywhere else. We must also attempt to secure equality in fringe benefits. The Board has approved, with the concurrence of the chairman of the CAUT Pension Committee, that we should try to secure equal payouts in pension plans. We have begun discussions with the government and others in British Columbia to try to secure these ends. We should realize that the steps taken by the CAUT to try to ensure that we adequately represent both librarians and full-time sessional lecturers is perhaps one of the most significant practical ways in which we have attempted to ameliorate injustices to women academics since so many women are concentrated in these ranks. I hope that next year we will be able to articulate a policy for part-time faculty which would recognize the rights of long-serving faculty members who again are frequently women.

I am certain that we will also have to consider the issue of equal opportunity regulations and affirmative action in regard to the hiring process. In my view we should also support proposed moves by the federal government to establish human rights legislation at the national level and to end any discriminatory practices by the federal government. We cannot close our eyes to the unfortunate fact that the activities of the CAUT are taking place in a depressed market and that the establishment of equal treatment will, therefore, be that much more difficult. For instance, will the gains in the employment of faculty women be obliterated by widespread redundancy?

(Details of CAUT's activities in the area of women academics can be found in a report by the Committee's head, Professor Margret Andersen, elsewhere in this issue)

Professional librarians

I am certain that one of the most significant developments in recent years in CAUT has been the decision of our organization to represent effectively the interests of professional university librarians. The Council in May 1973 recognized the particular claims of university librarians to membership in the CAUT and urged local associations to offer full membership and, therefore, to be prepared to negotiate for them and to handle grievances. I believe the university library to be central to the academic concerns of the university and that those who work therein be treated as academic professionals. The Board of CAUT authorized discussions with the Canadian Association of College and University Libraries (CACUL) to try to create a document which would lay down the standards of equity for the contracts of librarians in much the same manner as the CAUT Policy Statement on Academic Appointments and Tenure. These discussions have resulted in a document which will be before you, and which I hope you will approve. Librarians are, of course, members of the majority of faculty associations but they are also members of the bargaining unit at Manitoba, Nelson, and Carleton, and CAUT has the duty to bargain in good faith for them. This document is, therefore, likely to have a significant effect on collective bargaining in Canadian universities.

Economic benefits

On the economic front we have continued to publish the income tax guide. We have been building up a structure of corresponding members for the pension committee to whom we hope to be able to distribute useful information pertaining to pensions. We have struck a committee of retired professors and received funding from the federal government to complete a register of retired professors and study the problems of those who are retired and what remedies might be sought for these problems. There will be published this summer a survey of dental insurance and an updating of the survey on life insurance. On the instructions of the Board we have joined with OCUFA to create a national salary data bank on salaries. This will include information from across the country on comparative salaries of secondary school teachers, community college teachers and civil servants.

We are also discussing with OCUFA the possibility of restarting the annual CAUT salary reports which appeared regularly during the nineteen-fifties and sixties. We are meeting with Statistics Canada and the AUCC to work out a survey of costs and benefits of university fringe benefits similar to the work already undertaken by Statistics Canada for the Pay Research Bureau. We are also making representations to the federal government to make the reports of the Pay Research Bureau public.

Copyright and patents

We have continued our interest in copyright and patents. We have joined with CAFA, the Association of Canadian Television and Radio Artists, the community college teachers and the Alberta Teachers' Association to negotiate ETV contracts for performers and writers in Alberta. We have participated in the formation of a similar consortium in Saskatchewan. We have prepared model clauses on copyright for the proposed collective agreement at Manitoba, and we have distributed these to all local associations. I would urge you to adopt policies at your university, particularly if you produce any film or videotape, that are in accord with the CAUT policy. It is important to guard our interests in case of future developments in the media and to ensure that our rights are entrenched, lest any provincial government or network try to steal them. We have been particularly fortunate to be allied with ACTRA in our work in this area.

We have been concerned about a development in New Brunswick, which may well spread to other provinces, by which the professional engineers in the province have secured control over the hiring of faculty in New Brunswick. We believe it essential that the university retain control of its hiring and that it resist all such attempts by interested parties to take over or control this aspect of the university.

We could not function without the voluntary support of all those academics who serve on committees such as the Academic Freedom and Tenure Committee, the Collective Bargaining Committee, the Status of Women Academics Committee, and the Copyright and ETV Committee. To these I wish to give a special thanks.

But the core of our organization is the local association. Without the hard work and long hours put in by local association executives nothing would happen. The local association is the key element in ensuring that CAUT policies are translated into fact and that the individual rights of our members are defended.

Professor Donald Savage is Executive Secretary of CAUT.

CAUT MEMBER ASSOCIATIONS AND PRESIDENTS
ASSOCIATIONS DE PROFESSEURS MEMBRES DE L'ACPU ET LEUR PRÉSIDENTS

ACADIA UNIVERSITY PROFESSOR R. THOMPSON. *Department of English Language and Literature.*
UNIVERSITY OF ALBERTA PROFESSOR N. HERSOM. *Department of Education*
BISHOP'S UNIVERSITY PROFESSOR R.E. DUVAL, *Department of Business Administration*
BRANDON UNIVERSITY PROFESSOR D. EASTMAN, *Department of Mathematics*
UNIVERSITY OF BRITISH COLUMBIA PROFESSOR D.M. MCRAE, *Faculty of Law*
BROCK UNIVERSITY PROFESSOR W.B. MACDONALD, *College of Education*
UNIVERSITY OF CALGARY PROFESSOR D. BERCUSON, *Department of History*
ROYAL MILITARY COLLEGE (KINGSTON) PROFESSOR L.S. WRIGHT, *Department of Physics*
ROYAL ROADS (VICTORIA) PROFESSOR E.R. CHAPPELL
COLLÈGE MILITAIRE ROYAL (ST. JEAN) PROFESSOR G. PROVOST
CARLETON UNIVERSITY PROFESSOR B. WAND, *Department of Philosophy*
CONCORDIA UNIVERSITY PROFESSOR M. BRIAN, *Department of English*
DALHOUSIE UNIVERSITY PROFESSOR T. GHOSE, *Department of Pathology*
UNIVERSITY OF GUELPH PROFESSOR C. GYLES, *Department of Veterinary Microbiology*
* **KING'S COLLEGE** PROFESSOR J. SCHMEISER
LAKEHEAD UNIVERSITY PROFESSOR P. RAFFO, *Department of History*
LAURENTIAN UNIVERSITY PROFESSOR BEN-AMI GELIN, *School of Social Work*
UNIVERSITÉ LAVAL PROFESSOR JOEL DE LA NOUE, *Department of Biology*
UNIVERSITY OF LETHBRIDGE PROFESSOR R. BARNSLEY, *Department of Psychology*
UNIVERSITY OF MANITOBA PROFESSOR T. DANDY, *Department of Zoology*
MCGILL UNIVERSITY PROFESSOR G.P. COLLET, *Department of French*
MCMASTER UNIVERSITY PROFESSOR G. FIELD, *Department of Applied Mathematics*
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BRANDON UNIVERSITY

The **FACULTY OF EDUCATION,** announces the following professional opportunity:

POSITION:
Director of a Native Teacher Education
Project to begin April 1, 1976, or September 1, 1976.

QUALIFICATIONS:
The successful candidate should:
1. have administrative abilities, administrative experience preferable;
2. have experience in teacher education;
3. have had a working cross-cultural experience;
4. have had experience working with North American Indian people;
5. be willing to travel to off campus centres as a regular part of the Director's duties.

NATURE OF DUTIES:
General administration.

SALARY:
Open.
Appointment will be for a 2 year period. A description of the project will be sent on request to any applicant.

If interested, please contact:

Prof. J. Deines
Chairman, Search Committee
Faculty of Education
Brandon University
Brandon, Manitoba, Canada
R7A 6A9

and submit resume of training and experience. A copy of your full credentials and appropriate letters of recommendation will be helpful in evaluating your candidacy.

HAVE YOU RECEIVED THIS INFORMATION
AVEZ-VOUS REÇU CET INFORMATION?

This information has been sent by the CAUT central office to your local association. Please consult your local secretary if you wish to read one of these documents./ Le bureau chef de l'ACPU a envoyé ces renseignements à votre association locale. Veuillez demander à la secrétaire de votre association afin d'en obtenir une copie.

Memorandum 75:26 Note de service 75:26	**Simon Fraser University/ Université Simon Fraser**	May 1, 1975 1er mai 1975
Memorandum 75:27 Note de service 75:27	**Council 75/ Conseil 75**	May 5, 1975 5 mai 1975
Memorandum 75:28 Note de service 75:28	**Policy Statement Regarding Terms and Conditions of Employment for Librarians/ Énoncé de principes relatif aux conditions d'emploi pour les bibliothécaires**	May 20, 1975 20 mai 1975
Memorandum 75:29 Note de service 75:29	**Information Concerning Local Faculty Association/ Information concernant les associations de professeurs**	May 26, 1975 26 mai 1975
Memorandum 75:30 Note de service 75:30	**Council Resolution Pertaining to Collective Bargaining/ Décision concernant les négotiations collectives du conseil**	May 23, 1975 23 mai 1975
Memorandum 75:31 Note de service 75:31	**CAUT Council and Board Motions Concerning Budget and Fees/Proposition du conseil et du bureau concernant le budget et la cotisation**	May 28, 1975 28 mai 1975
Memorandum 75:32 Note de service 75:32	**Pension Committee/ Comité de Pensions**	May 28, 1975 28 mai 1975
Memorandum 75:33 Note de service 75:33	**Guidelines on Canadianization and the University/ Directives sur la canadianisation et l'université**	May 29, 1975 29 mai 1975
Memorandum 75-34 Note de service 75:34	**Council Resolution Pertaining to the Equality of Women Faculty Members/Décision du conseil concernant le statut de la femme professeur**	June 9, 1975 9 juin 1975
Memorandum 75:35 Note de service 75:35	**Retired Professors/ Professeurs retraités**	June, 1975 juin 1975
Memorandum 75:37 Note de service 75:37	**Membership fees, 1975-76/ Cotisation, 1975-76**	June 25, 1975 25 juin 1975
Memorandum 75:38 Note de service 75:38	**Simon Fraser University Censure/Censure de l'université Simon Fraser**	June 27, 1975 27 juin 1975

Lakehead University

JOINT APPOINTMENT
DEPARTMENT OF BIOLOGY
&
SCHOOL OF FORESTRY

Lakehead University requires an Assistant Professor in Biology to teach botany in first year biology and introductory plant ecology in second year biology.

A Ph. D. is required. Experience in genecology is an asset. The Position is to be filled as soon as possible with duties commencing on 1 September 1975. Send curriculum vitae and names of 3 referees to: **Mr. Donald E. Ayre**
Secretary of the University
Lakehead University
Thunder Bay P7B 5E1
Ontario

LETTERS, *from p. 27*

The Possibility of Direct Action

Whether or not universities provide an essential service is irrelevant. What matters is that society perceives the service to be essential. Department of Labour officials, who view the strike of garbage collectors with equanimity, become distressed and alarmed at the suggestion of faculty strikes. Politicians show great solicitude for the students, nearly all of whom are voters, whose educational careers are in danger of being interrupted. But to view the matter realistically, I am confident that very few professors will spend any time walking a picket line in what remains of the twentieth century. What strikes there are will occur at universities which are incredibly badly managed, but all faculties will benefit from these strikes, just as all faculties have already benefited from the efforts of those who have unionized.

The Possibility of a Divisive Effect upon Faculties.

Any faculty considering unionization must be prepared for a period of disunity. However, experience in both the United States and Canada has shown that after the first contract, the union is accepted by virtually all professors as a fact of life.

The need for special consideration for professors in "professional" faculties should be only temporary. Once professors generally have achieved a competitive position with other professional groups, differentials will not be necessary.

As Mark Thompson has implied, it is unfortunate that Crispo has dealt with the issue of collective bargaining at the speculative rather than the empirical level. Those who are still unconvinced of the benefits of collective bargaining should examine the experiences of those faculties which have unionized. As for the rest of us, who believe that unionization is necessary to maintain university teaching as a worthwhile career in Canada, waiting for a consensus can only be self-destructive. Endless searching for possible impediments is an exercise like listing the possible ill effects of academic freedom. The immediate task is to organize.

A.H. Child
University of Notre-Dame
Nelson, B.C.

VACANCIES POSTES VACANTS

LATE ADS

UNIVERSITY OF BRITISH COLUMBIA. **Faculty of Pharmaceutical Sciences.** Applications are invited for an appointment at the Assistant Professor level in **Pharmaceutical Chemistry** with emphasis in the fields of Medicinal Chemistry and Instrumental Analysis. Preference will be given to candidates with undergraduate and graduate teaching in these subjects. Some experience with radioisotopes is desirable. Send curriculum vitae, the names of three references, and copies of recent publications to: Dean B.E. Riedel, Faculty of Pharmaceutical Sciences, University of British Columbia, Vancouver, B.C., V6T 1W5.

MCMASTER UNIVERSITY. **Department of Political Science.** Applications are invited for the position of Professor or senior Associate Professor of Political Science. Candidates should be specialists in Comparative Politics (preferably Western Europe) and should, in addition, have a substantial knowledge of Canadian Politics. Considerable teaching experience in Canada at both the undergraduate and graduate levels is essential. Candidates should hold a Ph.D. degree and have a proven record of active research and significant publication. Administrative experience would be a distinct asset. Effective date of the appointment will be July 1, 1976. Applications, resumés and the names of referees should be transmitted by November 15, 1975 to Dr. Adam Bromke, Chairman, Department of Political Science, McMaster University, Hamilton, Ontario, L8S 4M4.

UNIVERSITY OF BRITISH COLUMBIA. **Department of Psychiatry.** Division of Psychology. Applications are invited from clinical psychologists for an appointment at the Assistant or Associate level. Relevant experience in Medical School and/or Teaching Hospital preferred. Responsibilities will include supervision of post-doctoral fellows, participation in a behaviour modification clinic and teaching. Ample opportunities for research. Send vitae and names of three references to Harry Klonoff, Ph.D., Head, Division of Psychology, Department of Psychiatry, Health Sciences Centre Hospital, University of British Columbia, Vancouver.

MCMASTER UNIVERSITY. **Nuclear Engineering.** Faculty Position. Applications are invited for the position of Assistant or Associate Professor of Engineering Physics. Candidates should possess a Ph.D. (Nuclear Engineering) or a doctorate in a related field with extensive experience in nuclear engineering. Duties will include the teaching at the undergraduate and graduate level in nuclear engineering; research in areas such as experimental nuclear reactor or accelerator based research, nuclear fuel cycles, reactor control, nuclear energy conversion or related fields. Date of appointment: 1 July 1976. Resume and list of three referees to be sent to Dr. A.A. Harms, Chairman, Department of Engineering Physics, McMaster University, Hamilton, Ontario, Canada, L8S 4M1.

UNIVERSITY OF BRITISH COLUMBIA. **Faculty of Medicine.** Seeking a Professor and Head for the Department of Obstetrics and Gynaecology. The appointee will be responsible for medical undergraduate and graduate education in the department and for its program of research. The appointee will serve as Head of the Department of Obstetrics and Gynaecology at the Vancouver General Hospital and will have administrative responsibilities in the operation of this affiliated general hospital which serves both as a teaching and community hospital. The appointee will coordinate the undergraduate and graduate participation of other affiliated institutions in the academic program. Salary will be according to qualifications and experience. Applications accompanied by detailed curriculum vitae and the names of three persons for reference will be received by The Dean, Faculty of Medicine, University of British Columbia, Vancouver, B.C. Canada, V6T 1W5, until November 30, 1975.

UNIVERSITY OF ALBERTA. **Department of Genetics.** POPULATION AND/OR QUANTITATIVE GENETICIST. Applications are invited for a position of Assistant or Associate Professor, available 1 July 1976. The applicant should demonstrate accomplished research in theoretical population and/or quantitative genetics, and be able to teach introductory genetics, and population, quantitative and biometrical genetics at a more advanced level. Submit a letter of application with curriculum vitae, description of current research interests, list of publications, and names of three potential referees to: R.C. von Borstel, Chairman, Department of Genetics, University of Alberta, Edmonton, Alberta, Canada, T6G 2E9. Applications received after 15 December 1975 will be considered only if no well qualified candidate has been found by that date.

MCMASTER UNIVERSITY. **School of Social Work.** Applications are invited for a position at the Associate Professor level to teach undergraduate students in social work and graduate students in social policy. Appointment date: January 1/1976 or May 1/1976. Qualifications: Advanced university degree in Social Work or Social Sciences and relevant experience in teaching and practice. Apply to: Professor Jean M. Jones, Director, School of Social Work, McMaster University, Hamilton, Ontario, L8S 4M2.

AVAILABILITIES

SPEECH (M.A.) Linguistics, seeks post in Theatre/Education/Liberal Arts where Creative Speech program based on phonetics plus verbal dynamics appreciated. Teaching experience in Britain and Canada. Available September, Toronto. Please contact Box #7, 66 Lisgar treet, Ottawa, Ontario, K2P 0C1.

Linguistics. M.A. would like to teach introductory Linguistics, History of English, English as a second language. Metro area. Please contact Box #8, 66 Lisgar Street, Ottawa, Ontario, K2P 0C1.

English. M.A. (Linguistics) offers undergraduate composition and language courses with a linguistic basis. Pr Ontario. Please contact Box #9, 66 Lisgar Street, Ottawa, Ontario, K2P 0C1.

Education: B. Pharm., 1957; D. Pharm., 1958; Ph.D., 1962 (Toulouse University, France), D. Sc., 1972 (Saigon University, Vietnam). Training in radioisotopes techniques & radioimmunoassay (USA, Australia, Italy), Serology & tropical microbiology (France, Vietnam). Professor of Environmental Health, Saigon University (Vietnam), 1964-1975. Senior Biochemist, Pasteur Institute, Saigon (Vietnam), 1964-1975. Teaching in Environmental Health (including Radiobiology, Water & Food Microbiology) and Biochemistry (including Clinical Biochemistry). Bilingual: French & English. Seek research or teaching position in French speaking or Bilingual Universities. Please contact Box #10, 66 Lisgar Street, Ottawa, Ontario, K2P 0C1.

ADMINISTRATION

UNIVERSITY OF ALBERTA. **Faculty of Business Administration and Commerce.** Invites the nomination of, or applications from, candidates for the position of DEAN commencing July 1, 1975. The Faculty of Business Administration and Commerce is seeking an academic and administrative leader for the office of Dean. The position involves overall responsibility for the administration and academic work of the Faculty which consists of 52 full-time staff members, approximately 2000 undergraduate and 200 MBA students. Written nominations or applications for the position, accompanied by a resumé of qualifications and experience should be forwarded to: Dr. Myer Horowitz, Vice-President (Academic), University of Alberta, Edmonton, Alberta, T6G 2J9.

UNIVERSITY OF ALBERTA. **Position of Director, Biosciences Animal Services.** Effective October 1, 1975. The appointee must have a D.V.M., B.Sc., or equivalent and be experienced in animal care and breeding. Duties involve supervision of animals, facilities and personnel to meet needs of research and teaching in Departments of Genetics, Microbiology, Psychology and Zoology. Salary negotiable within scales for Administrative/Professionnal Officers. Apply to Dr. D.M. Ross, Dean of Science, CW223 Biological Sciences Building, University of Alberta, Edmonton, Alberta — T6G 2E9.

UNIVERSITY OF BOTSWANA, LESOTHO AND SWAZILAND. **Chair of Accountancy and Commerce.** Applications are invited for the post of Professor of Accountancy and Commerce tenable on Swaziland Campus for as soon as possible. Candidates must have senior degree in Commerce and related field and/or professional qualifications in Accountancy. Preference will be given to those with wide experience in business and/or university teaching at a senior level. Teaching experience in/or specialist knowledge of two or more of the following is essential: Financial Accountancy; Cost and Management Accountancy; Business Administration; Commercial and Company Law; Management Information Systems and Auditing. Appointment will be on permanent terms of service or on contract for limited periods, normally for a period of from two to four years in the first instance. **Salary scale:** R6864 X 168 — R7200 entry point according to qualifications and experience. 25% gratuity in lieu of superannuation. Supplementation in terms of the British Expatriates Supplementation Scheme is available under certain conditions at rates ranging from 1600 to 1000 (sterling) per annum. Alternatively there is a 15% inducement allowance calculated on the basic salary paid to persons not qualifying for any supplementation schemes. Education allowance; medical scheme; accommodation at reasonable rents. Travelling expenses for appointee, wife and dependent children under the age of 18 on appointment and normal termination; biennial leave. Detailed applications (three copies) naming three referees by September 15, 1975 to the Registrar, UBLS, Roma, Lesotho with a copy in the case of applicants resident in the United Kingdom to the Secretary, IUC, 90/91 Tottenham Court Road, London W1P 0DT, from either of whom further particulars may be obtained.

UNIVERSITY OF BRITISH COLUMBIA. **Department of Psychiatry.** Applications are invited for the position of Head, Department of Psychiatry, Shaughnessy Hospital. Shaughnessy Hospital is one of the major teaching facilities of the British Columbia Medical Centre and the Faculty of Medicine, University of British Columbia. This is a joint appointment between the Shaughnessy Hospital and the Department of Psychiatry, U.B.C., and will be at a senior academic level, with clinical, teaching and research responsibilities. Salary commensurate with qualifications, experience and level of appointment. Apply to: Dr. Milton H. Miller, Professor and Head, Department of Psychiatry, University of British Columbia, Vancouver, B.C.

UNIVERSITY OF CALGARY. **Faculty of Education.** Applications or nominations are invited for the position of Dean of Education to administer and to provide leadership. The Faculty of Education, an established unit with the University of Calgary, consists of approximately 2,000 students and 88 full-time faculty in four departments. It offers, in addition to a regular four-year program, courses leading to the degrees of M.Ed. in Curriculum and Instruction, M.Ed. and Ph.D. in Educational Foundations, Educational Psychology and in Educational Administration. Candidates for this position, to be filled July 1, 1976, should be prepared to work in a young University presenting a unique opportunity for active program development and for personal fulfilment. They should have a distinguished academic record with proven experience in teaching, research and administration. Responses, including a **curriculum vitae**, should be sent to Dr. L.G. Donovan, Academic Assistant to the President, The University of Calgary, 2920 — 24 Avenue N.W., Calgary, Alberta, T2N 1N4.

UNIVERSITY OF CALGARY. **Department of Sociology.** The recent search for a Head of the Department of Sociology has led to a one-year appointment for 1975/76. The competition is now being reopened with a view to an appointment effective July 1, 1976. The Department has 27 members and offers undergraduate majors and honours, and masters programmes. The University is experiencing a period of continued growth and programme development and the Head will be expected to contribute to academic excellence in both teaching and research endeavours. Applications are invited from senior people with

established records of scholarly activity and preferably with some administrative experience. Base salaries for the associate and full professor ranks in 1975/76 are $19,440 and $25,790 respectively, with upward adjustments anticipated for 1976/77. Applications accompanied by curriculum vitae and the names of five possible referees, should be submitted to Dr. N.R. Parsons, Dean, Faculty of Arts and Science, The University of Calgary, 2920 — 24 Avenue N.W., Calgary, Alberta, Canada, T2N 1N4.

CONCORDIA UNIVERSITY — LOYOLA CAMPUS. **Department of Sociology.** Applications are invited for external candidates for the position of Chairman in an undergraduate Department of Sociology composed of eleven full-time faculty members. The appointment will be a three-year term beginning June 1, 1976. All applications will be screened by an elected Departmental Committee and an external Review Board composed of the Dean of the Faculty, plus two senior professors nominated by the Dean and approved by the department. Once formal nominations of internal or external candidates are made, an elective procedure will result in a recommendation from the Review Board to the Board of Governors for the appointment. Inquiries, applications and supporting documents (applicants are asked to send a complete **curriculum vitae** and arrange for at least three letters of reference) may be directed to: J.F. Tascone, Associate Professor and Chairman, Department of Sociology, Loyola Campus, Concordia University, 6937 Sherbrooke St. West, Montreal, Quebec.

UNIVERSITY OF GUELPH. **Director for an Outreach Programme in Rural Development.** The responsibilities of the position include the initiation, supervision, and administration of an innovative development programme in two socio-economically contrasting Ontario rural communities. Applicants should have practical experience in rural development and advanced training in applied social sciences. The Director will hold an academic appointment in the University. Rank and Salary: Negotiable. Effective Date: 1 January 1976 or as soon as possible thereafter. Applications, with curriculum vitae and names of three referees should be addressed to: The Vice-President Academic, University of Guelph, Guelph, Ontario. Deadline for applications: 31 October.

UNIVERSITY OF GUELPH. **Department of Family Studies.** College of Family & Consumer Studies. Applications are invited for the position of Department Chairman and Professor. The successful candidate will provide administrative guidance and support for the interdisciplinary teaching and research programs in the department. About ⅓ time is to be devoted to teaching and research in the department and ⅔ time to administrative responsibilities. Specific areas encompassed by the department include family studies, child studies and applied human nutrition. There is a graduate program and an undergraduate program in these three major areas. (Teaching duties would depend on the background of the candidate). The chairman serves for 5 years and can be reappointed subject to a committee review. After one or two terms, the chairman would have the option of assuming a full-time appointment in teaching and research. Salary will be commensurate with qualifications and experience. Applications must include the name of three referees and should be forwarded to Dr. J.M. Wardlaw, Dean, College of Family and Consumer Studies, University of Guelph, Guelph, Ontario N1G 2W1. Position available as soon as possible, preferably January 1, 1976. Closing date for applications is November 1, 1975.

MEMORIAL UNIVERSITY OF NEWFOUNDLAND. **Faculty of Science.** The Memorial University of Newfoundland requires a Head for the Department of Biology for September 1976. Applicants should have demonstrated ability in teaching and in research, and have administrative experience. The appointment will be made at the level of Full Professor. The Biology Department has 26 full-time faculty members with varied research interests, and offers undergraduate and graduate programmes to the Ph.D. level. Address applications or requests for further information to Dr. D.H. Rendell, Associate Dean of Science, Memorial University of Newfoundland, St. John's, Newfoundland, A1C 5S7 Applications should be received by October 1975

ONTARIO INSTITUTE FOR STUDIES IN EDUCATION. **Trent Valley Centre.** The Ontario Institute for Studies in Education requires a project director for the Trent Valley Centre located in Peterborough. The purpose of the centre is to extend the research and development responsibilities of the institute in the Eastern Ontario region of Ontario. The position requires a person with broad experience in Canadian and Ontario classroom learning, particularly at the elementary and secondary school level. The successful candidate will have a sound academic record, preferably a doctorate, and may be eligible for academic rank within a department of the institute. Preference will be given to applicants who have some knowledge of the work and goals of the institution, who have accomplishments in innovative development work, and who have proven ability to read and interpret research and design and conduct research and development studies. Special consideration will be given to applicants with some expertise and background in problem solving, values calrification and decision making as it relates to the curriculum. Applications should be sent to: Dr. K.A. Leithwood, Head, Trent Valley Centre OISE, R.R. 3, Peterborough, Ontario, K9J 6X4.

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION. **Department of Special Education.** A new four-year term of office for CHAIRMAN OF THE DEPARTMENT OF SPECIAL EDUCATION will begin as soon as possible. Affiliated with the University of Toronto, OISE conducts research, development, field services and programs of graduate studies in 10 departments leading to Ph.D., Ed.D., M.A. and M.Ed. degrees. DEPARTMENT OF SPECIAL EDUCATION comprises 9 full-time faculty, 6 academic support staff, 8 general support staff and 391 full and part-time students. Applications are invited and should be received not later than December 1, 1975. Applications should be addressed to Dr. John H. House, Chairman, Search Committee for the Chairman of the Department of Special Education, OISE, 252 Bloor Street West, Toronto, Ontario, Canada, M5S 1V6.

QUEEN'S UNIVERSITY. **Department of Sociology.** The Headship of the Department of Sociology will become vacant as of June 30, 1976. Candidates should have a strong record of teaching and research in the discipline, and be prepared to provide leadership for a full-time staff of 19. Candidates should submit with their letters a curriculum vitae and the names of 3 referees to Dr. D.G. Sinclair, Dean of the Faculty of Arts and Science by October 1, 1975.

ANIMAL & POULTRY SCIENCE

UNIVERSITY OF GUELPH. **Department of Animal & Poultry Science.** ASSISTANT PROFESSOR — CONTRACTUAL TERMS. Required: an Assistant Professor under contractual terms with Ph. D. qualifications to conduct research and teach in the area of Systems analyses with reference to Livestock and Poultry production. Candidates should submit their curriculum vitae before Sept. 30/75 to: W.D. Morrison, Professor and Chairman, Department of Animal & Poultry Science, Ontario Agricultural College, University of Guelph, Guelph, Ontario, Canada, N1G 2W1.

BIOCHEMISTRY

MCGILL UNIVERSITY. **Department of Biochemistry.** Applications are invited for a position as Assistant Professor preferably from candidates with research interests in enzyme regulation in mammalian systems. Duties include teaching in undergraduate and graduate courses in biochemistry and some administration. Post-doctoral training essential. Position to be filled by Spring 1976. Send curriculum vitae, transcripts and names of three references to: Dr. A.F. Graham, Chairman, Department of Biochemistry, McGill University, McIntyre Medical Sciences Building, 3655 Drummond Street, Montreal, Quebec, H3G 1Y6, Canada.

BIOLOGY

UNIVERSITY OF WINDSOR. **Department of Biology. ANIMAL PHYSIOLOGIST.** Assistant Professors. Recent Ph.D. to teach introductory human physiology, animal physiology or upper-level undergraduate/graduate courses in area of own physiologic speciality; direct M. Sc. and Ph.D. students and develop independent research program of high quality. Curriculum vitae, statement of research interests, reprints and names of three referees should be sent to: Dr. H.D. McCurdy, Head, Department of Biology, University of Windsor, Windsor, Ontario, N9B 3P4.

BUSINESS ADMINISTRATION

UNIVERSITY OF NEW BRUNSWICK. **Department of Business Administration.** Applications are invited for undergraduate teaching positions as follows: (a) accounting; (b) finance; (c) marketing; (d) organizational behavior; (e) policy; (f) quantitative methods. Qualifications required are Ph.D., Ph.D. candidates or equivalent. Duties involve undergraduate teaching and research. The rank and salary are based on the candidates qualifications and experience. Appointments effective January 1 or July 1, 1976. Director, School of Business Administration, University of New Brunswick, Fredericton, N.B. E4B 5A3.

UNIVERSITY OF SASKATCHEWAN. **College of Commerce.** Applications are invited for permanent or visiting teaching positions in each of the following areas: Accounting, Finance, Industrial Relations, Management and Business Policy, and Quantitative Analysis. Preference will be given to candidates with doctorates completed or near completion. Rank and salary will be commensurate with an applicant's qualifications and experience. 1975-76 salary minima for Assistant, Associate and Full Professors are $14,863, $19,338, and $25,170 respectively. Applicants should provide a full curriculum vitae, transcripts of academic record, a brief description of teaching and research interests, names of references and details about salary expectations, date of availability, etc. to Dean S. Laimon, College of Commerce, University of Saskatchewan, Saskatoon, Canada, S7N 0W0.

CHEMISTRY

UNIVERSITY OF CALGARY. **Department of Chemistry.** Applications are invited for the position of assistant professor in analytical chemistry beginning in the 1976-77 academic year. Necessary qualifications include a Ph.D. degree in analytical chemistry and promise of high quality research and teaching. Research interests should be in general area of analytical instrumentation and the application of modern electronics to chemical problems. Teaching duties will involve analytical chemistry courses at both the undergraduate and graduate levels. Interested applicants should send a resume and the names of three referees to Professor E. Tschuikow-Roux, Head, Department of Chemistry, The University of Calgary, 2920-24 Ave. N.W., Calgary, Alberta, T2N 1N4.

UNIVERSITY OF SASKATCHEWAN. **Department of Chemistry and Chemical Engineering. POSTDOCTORAL POSITION** (Available Immediately). Study of kinetics and catalysis in heterogeneous systems. Recent Ph.D. preferred. Send resume and three references to: Dr. J.F. Mathews, Dept. of Chem. & Chem. Engineering, University of Saskatchewan, Saskatoon, Saskatchewan, S7N 0W0.

CHILD STUDIES

UNIVERSITY OF GUELPH. **Department of Family Studies.** College of Family & Consumer Studies. Applications are invited for the position of Department Chairman and Professor. The successful candidate will provide administrative guidance and support for the interdisciplinary teaching and research programs in the department. About ⅓ time is to be devoted to teaching and research in the department and ⅔ time to administrative responsibilities. Specific areas encompassed by the department include family studies, child studies, and applied human nutrition. There is a graduate program and an undergraduate program in these three major areas. (Teaching duties would depend on the background of the candidate). The chairman serves for 5 years and can be reappointed subject to a committee review. After one or two terms, the chairman would have the option of assuming a full-time appointment in teaching and research. Salary will be commensurate with qualifications and experience. Applications must include the names of three referees and should be forwarded to Dr. J.M. Wardlaw, Dean, College of Family and Consumer Studies, University of Guelph, Guelph, Ontario N1G 2W1. Position available as soon as possible, preferably January 1, 1976. Closing date for applications is November 1, 1975.

COMPUTING SCIENCE

UNIVERSITY OF ALBERTA. **Department of Computing Science.** A permanent appointment of an Assistant Professor is to be made to a Ph.D. with interests in some selection from the areas of computability, computational complexity, applied graph theory, applied combinatorics, and discrete structures. Duties will include research, teaching and supervision of graduate students. Probably a visiting appointment will be made for 1975-76, while the permanent appointment will be held until 1 July 1976. Applicants for either or both should send a curriculum vitae, and names of referees to: A Wouk, Chairman, Department of Computing Science, Room 615, General Services Building, University of Alberta, Edmonton, Alberta, T6G 2H1.

CROP SCIENCE

UNIVERSITY OF GUELPH. **Department of Crop Science.** Assistant or Associate Professor (Plant Breeding). Ph.D. or equivalent. Graduate and undergraduate teaching; research in breeding and genetics of oil and protein seed crops. Minimum Assistant Professor — $15,200. Dr. E.E. Gamble, Chairman, Department of Crop Science, University of Guelph, Guelph, Ontario, N1G 2W1. Available immediately. Open until filled.

ECONOMICS

UNIVERSITY OF THE SOUTH PACIFIC. **Department of Economics.** ASSISTANT LECTURER/LECTURER/SENIOR LECTURER IN ECONOMICS. Applications are invited for the above post. Candidates should have a good degree in Economics with post graduate qualifications. Preference will be given to candidates who can teach courses in Mathematics Economics or Statistics. Salary according to experience and qualifications in one of the following scales: Assistant Lecturer - $F4590 x 209 — 5635; Lecturer — $f5951 x 209 — 7832; Senior Lecturer — $F8096 x 230 — 9476. 10% gratuity for contract appointment, superannuation contributions, partly furnished housing at rental of 15% of salary, appointment and termination allowances. Other allowances in certain cases. Formal applications should contain full name; date and place of birth; nationality; marital status, educational qualifications; employment history and experience; names and addresses of three referees; general state of physical fitness; date appointment could be taken up. A passport-size photograph should be sent. Further particulars including an Outline Terms of Service are available from: The Registrar (Post 75/49), University of the South Pacific, G.P.O. Box 1168, Suva, Fiji, to whom completed applications (6 copies) should be returned by 13 September 1975.

UNIVERSITY OF SASKATCHEWAN. **Department of Electrical Engineering.** Applications are invited to fill a vacant position at the Assistant or Associate Professor level. Duties of the position include Undergraduate and Graduate teaching and research. Applicants should have a successful academic background in Electrical Engineering; preference will be given to those with a Ph.D. degree. Relevant engineering experience in industry, teaching and research are desirable. Main area of interest should be digital systems, with relation to some of the following areas: digital electronics, digital control, digital communication, microprocessors, computer hardware/software, computer graphics. Applications should be addressed to Professor R.E. Ludwig, Head, Electrical Engineering Department, University of Saskatchewan, Saskatoon, Saskatchewan, S7N 0W0.

ENGINEERING

MEMORIAL UNIVERSITY OF NEWFOUNDLAND. **Engineering.** Assistant, Associate or Full Professor. Practical and/or research experience, preferably with higher degree. Teaching Undergraduate and Graduate courses, mainly in Hydrology — Water Resources and Hydraulics. By negotiation. Dr. R.T. Dempster, Dean of Engineering and Applied Science, Memorial University of Newfoundland, St. John's Newfoundland. The position is open as of September 1, 1975. Applications accepted until position filled.

NOVA SCOTIA TECHNICAL COLLEGE. **Faculty of Engineering.** A vacancy exists for a faculty appointment in the Department of Electrical Engineering in the

area of Communication Systems. In addition to teaching courses in Communications at the undergraduate and graduate levels, the successful applicant will be able to conduct research in one of the following areas, depending on his background: A) Communication Systems, B) Signal Processing Applied to Medical Data. Applicants must have a Ph.D. or equivalent. Rank and salary will be commensurate with qualifications and experience. Applications should be sent to: Chairman, Department of Electrical Engineering, Nova Scotia Technical College, P.O. Box 1000, Halifax, Nova Scotia, Canada.

ENGLISH

UNIVERSITY OF SASKATCHEWAN. **Department of English.** Invites applications for a full professorship in Shakespeare, to begin July 1, 1976. Qualifications: Ph.D. or equivalent, publications, experience at undergraduate and graduate levels. Present salary range begins at $25,170. Removal allowance, $1,500. Tenure on appointment. Apply to H. Berry, Chairman, Department of English, University of Saskatchewan, Saskatoon, Canada.

FAMILY STUDIES

UNIVERSITY OF GUELPH. **Department of Family Studies.** College of Family & Consumer Studies. Applications are invited for the position of Department Chairman and Professor. The successful candidate will provide administrative guidance and support for the interdisciplinary teaching and research programs in the department. About ⅓ time is to be devoted to teaching and research in the department and ⅔ time to administrative responsibilities. Specific areas encompassed by the department include family studies, child studies, and applied human nutrition. There is a graduate program and an undergraduate program in these three major areas. (Teaching duties would depend on the background of the candidate). The chairman serves for 5 years and can be reappointed subject to a committee review. After one or two terms, the chairman would have the option of assuming a full-time appointment in teaching and research. Salary will be commensurate with qualifications and experience. Applications must include the names of three referees and should be forwarded to Dr. J.M. Wardlaw, Dean, College of Family and Consumer Studies, University of Guelph, Guelph, Ontario N1G 2W1. Position available as soon as possible, preferably January 1, 1976. Closing date for applications is November 1, 1975.

GEOGRAPHY

UNIVERSITY OF WESTERN ONTARIO. **Department of Geography.** Applications are invited for an appointment at the rank of full professor in the field of resources management commencing at earliest opportunity. Participation in a full range of undergraduate and graduate programs is expected. Candidate must have outstanding record in research and teaching with emphasis on ecological, institutional, technological, perceptual or behavioral approaches to resources management including recreation. Applications and enquiries regarding further information should be sent to Dr. W. Warntz, Chairman, Department of Geography, Social Science Centre, University of Western Ontario, London, Ontario, Canada, N6A 3K7.

YORK UNIVERSITY. **Department of Geography.** Applications are invited for a position in biogeography from persons with research interests in ecosystems analysis. Very strong preference for someone at a senior level who can participate in ongoing research and graduate level teaching. Salary open to negotiation. Please submit applications to Dr. Wm. C. Found, Chairman, Department of Geography, Faculty of Arts, York University, 4700 Keele Street, Downsview, Ontario, M3J 1P3.

GEOLOGICAL SCIENCES

UNIVERSITY OF SASKATCHEWAN. **Department of Geological Sciences.** ENGINEERING GEOLOGIST. Applications are invited for an engineering geologist with special research interests in either or both of the fields of geotechnology and geohydrology. Applicants should have a basic degree in geology or preferably geological engineering and a Ph.D. or equivalent in an appropriate field. Rank of appointment and salary are negotiable. Desirable effective date of appointment July 1, 1976. Applications or requests for further information to Professor W.G.E. Caldwell, Head, Department of Geological Sciences, University of Saskatchewan, Saskatoon, Saskatchewan, S7N 0W0, Canada.

LANDSCAPE ARCHITECTURE

UNIVERSITY OF GUELPH. **School of Landscape Architecture.** Applicants are invited for a teaching and research position in the general area of parks and outdoor recreation and related resource development. The position is effective September 1, 1975. Qualifications should include masters or doctorate involving parks and recreation systems planning, administration, and resource development. Degrees may be in landscape architecture, recreation, resource development, geography or related fields. Substantial professional experience in a responsible position is required. Duties shall be primarily at the graduate level. They will include leadership in the Master of Science (Resource Development) and Master of Landscape Architecture programs in the general area of recreational planning. Salary and rank at the time of appointment shall be commensurate with experience. Applications, together with appropriate resume and two letters of reference, should be submitted to Director, School of Landscape Architecture, University of Guelph, Guelph, Ontario, Canada, N1G 2W1. Applications open until position filled.

LAW

UNIVERSITY OF CALGARY. **Faculty of Law.** Applications are invited for positions at the Full Professor, Associate Professor, and Assistant Professor ranks in the Faculty of Law which is scheduled to accept its first students in September, 1976. Faculty members will be engaged in teaching first year courses and involved in developing an innovative three year curriculum. A Graduate Degree in Law and/or professional qualifications, and experience in university Law teaching are required. Enquiries should be addressed to Dean J. McLaren, University of Calgary, 2920-24 Avenue, N.W., Calgary, Alberta, T2N 1N4.

UNIVERSITY OF WESTERN ONTARIO. **Faculty of Law.** Applications are invited for assistant, associate and full professor positions in the Faculty of Law for appointments to commence July 1, 1976. Applications should be addressed to Dean David L. Johnston, Faculty of Law, University of Western Ontario, London N6A 3K7, Ontario and should contain a detailed curriculum vitae together with the names of three referees.

MATHEMATICS

MEMORIAL UNIVERSITY OF NEWFOUNDLAND. **Department of Mathematics, Statistics and Computer Science.** One position, at the rank of Assistant or Associate Professor in Computer Science. Ph.D. required, preferably in systems or related areas. Duties are teaching at the undergraduate level, conducting research, and assisting in the development of a graduate program. The salary is negotiable. The appointment is to be made 1 January 1976 on earlier. Enquiries should be directed to Professor W.J. Blundon, Head, Department of Mathematics, Statistics and Computer Science, Memorial University of Newfoundland, St. John's, Newfoundland.

UNIVERSITY OF TORONTO. **Department of Mathematics.** PROFESSOR. Demonstrated record of scholarly achievement. Teaching graduate and undergraduate courses, direction of Ph.D. theses and otherwise maintaining a high standard of research in the department. Salary negotiable. Effective date of appointment 1st July, 1976. Applications should be addressed to: The Chairman, Department of Mathematics, University of Toronto, Toronto, Canada, M5S 1A1.

MEDICAL RESEARCH

UNIVERSITY OF TORONTO. **Banting and Best Department of Medical Research.** Applications and nominations are invited for a faculty position to start on or about January 1st, 1976. Molecular endocrinology or animal cell differentiation are the preferred areas of research. Minimum of two years of postdoctoral experience required. Salary negotiable and commensurate with rank. Interested persons should send curriculum vitae. Also arrange to have three letters of recommendation sent to: Search Committee Chairman, Banting and Best Department of Medical Research, University of Toronto, 112 College Street, TORONTO, Ontario, M5G 1L6, Canada.

NUTRITION

UNIVERSITY OF GUELPH. **Department of Family Studies.** College of Family & Consumer Studies. Applications are invited for the position of Department Chairman and Professor. The successful candidate will provide administrative guidance and support for the interdisciplinary teaching and research programs in the department. About ⅓ time is to be devoted to teaching and research in the department and ⅔ time to administrative responsibilities. Specific areas encompassed by the department include family studies, child studies, and applied human nutrition. There is a graduate program and an undergraduate program in these three major areas. (Teaching duties would depend on the background of the candidate). The chairman serves for 5 years and can be reappointed subject to a committee review. After one or two terms, the chairman would have the option of assuming a full-time appointment in teaching and research. Salary will be commensurate with qualifications and experience. Applications must include the names of three referees and should be forwarded to Dr. J.M. Wardlaw, Dean, College of Family and Consumer Studies, University of Guelph, Guelph, Ontario N1G 2W1. Position available as soon as possible, preferably January 1, 1976. Closing date for applications is November 1, 1975.

PHARMACY

UNIVERSITY OF GUELPH. **Department of Clinical Studies of the Ontario Veterinary College.** Required: a **pharmacist.** The successful candidate will establish a University Pharmacy to provide drugs and other supplies for the Veterinary Teaching Hospital and University research programs. The pharmacist's duties will include instituting and administering procedures for proper drug control in the various university programs. He/she will be required to provide formal and informal teaching in the Veterinary Hospital for undergraduate students. Applicants must be eligible for licensing in Ontario. Salary is negotiable depending on experience. Enquiries concerning this position (available September 1, 1975) should be made to: Chairman, Department of Clinical Studies, Ontario Veterinary College, University of Guelph, Guelph, Ontario.

UNIVERSITY OF SASKATCHEWAN. **College of Pharmacy.** Applications are invited for a faculty position in Biopharmaceutics, probably at the Assistant Professor level. Candidates must have a Ph.D. degree in the area of specialization. A definite commitment to teach and carry on research is required. An application, including a **curriculum vitae,** list of publications and the names of three referees should be submitted to: Dean W.C. MacAulay, College of Pharmacy, University of Saskatchewan, Saskatoon, Saskatchewan, S7N 0W0.

PSYCHIATRY

VICTORIA HOSPITAL (LONDON, ONTARIO). **Department of Psychiatry.** Applications are invited for the position of CHIEF CLINICAL PSYCHOLOGIST. Qualifications: Ph.D. and Clinical experience. Should be interested in expansion and have those capacities required in the area of teaching and clinical research. Academic appointment available if qualified. (Victoria Hospital — 850 bed teaching hospital affiliated with The University of Western Ontario). Applications with curriculum vitae should be sent to: Paramedical Co-ordinator, Personnel Services Department, Victoria Hospital, South Street, London, Ontario, N6A 4G5.

PSYCHOLOGY

UNIVERSITY OF WESTERN ONTARIO. **Department of Psychology.** Applications are invited for a full-time appointment (any level), in the clinical and experimental psychopathology area. Preference will be given to applicants who have ongoing research programs as well as experience in the applied aspects of clinical-experimental psychopathology. Send vitae and names of three references to Dr. R. Neufeld, Search Committee Chairman, Department of Psychology, University of Western Ontario, London, Ontario, Canada.

RECREATION

UNIVERSITY OF WATERLOO. **Department of Recreation.** Faculty — Leisure Studies. Requirements: Academic- with broad interdisciplinary view to graduate and undergraduate instruction; ability to successfully supervise student theses and honors projects; continuing involvement and participation in professional organizations; demonstrated competence and commitment to scholarship in one of the following areas: 1 Therapeutic Recreation (aging), and 2. Recreation Administration (management). Earned doctorate or its near completion in recreation, social gerontology, public administration or management science preferred. Salary and rank commensurate with experience and ability. Appointment effective September 1975 or January 1976. CONTACT: Dr. William Theobald, Chairman, Department of Recreation, University of Waterloo, Waterloo, Ontario, Canada, N2L 3G1.

SOCIOLOGY

CONCORDIA UNIVERSITY — LOYOLA CAMPUS. **Department of Sociology.** Applications are invited for faculty positions in an eleven-person undergraduate Department of Sociology. Rank is open. Salary and fringe benefits are competitive. Preference will be given to applicants with a Ph.D, Canadian experience, plus strengths in any combination of the following: Canadian Society, Research Methodology, Urban Sociology and the Sociology of Education. All applications for faculty positions will be screened by an elected departmental committee in consultation with the Chairman, who will make the formal recommendations to the Dean of the Faculty for appointments. Inquiries, applications and supporting documents (applicants are asked to send a complete **curriculum vitae** and arrange for at least three letters of reference) may be directed to: J.F. Tascone, Associate Professor and Chairman, Department of Sociology, Loyola Campus, Concordia University, 6937 Sherbrooke St. West, Montreal, Quebec.

CONCORDIA UNIVERSITY — LOYOLA CAMPUS. **Department of Sociology.** Applications are invited for three full-time positions: one permanent position for which all ranks are considered, and two one-year contracts, for the rank of assistant professor. A wide range of specialty areas are being considered. Several part-time positions are also available. The Department is searching for the candidates with a strong commitment to excellence in teaching and research. Ph.D. and teaching experience is preferred. Salary and fringe benefits are very competitive and commensurate with qualifications and experience. The Department is basically oriented to an undergraduate program in Sociology. It has eleven full-time faculty positions and has followed a very favorable growth trend. Its former parent body, Loyola College, had now merged with Sir George Williams University and it is now an integral part of the Concordia University. If interested, send vitae and supporting documents immediately to: Kazuo Kusano, Recruitment Committee, Department of Sociology, Concordia University, Loyola Campus, 7141 Sherbrooke Street West, Montreal, H4B 1R6, Quebec.

ZOOLOGY

UNIVERSITY OF GUELPH. **Department of Zoology.** Population Ecologist. In anticipation of a position in the Department of Zoology, for a population ecologist (Vertebrate or Invertebrate), applications from prospective candidates are now being invited. The successful applicant will be expected to teach courses, at the advanced level (3rd and 4th year), in population ecology. Depending on his/her interests he/she may also be included in the teaching of vertebrate (e.g. mammalogy, ornithology) or invertebrate courses within the Department. In addition it is expected that the successful applicant will have had research experience at the Ph.D. Level and be prepared to further his/her own research at Guelph. Position and rank are open to negotiation. Applications for this position should be sent to: The Chairman, Department of Zoology, University of Guelph, Guelph, Ontario, N1G 2W1. Deadline: as soon as position can be filled.